

Work Package 2

Guidelines for Integrating Teaching Tools into Entrepreneurial Education

University of Pisa (UniPI) and University of the Peloponnese (UoP)

October 2026



Project Number: **AFJ - 101237038**

Table of Contents

1. Part A - Entrepreneurship Concepts and Embedded Teaching Tools 3

1.1. Entrepreneurial Mindset 3
1.2. From Idea to Opportunity 5
1.3. Customer Discovery and Idea Validation 7
1.4. Feasibility Analysis 8
1.5. Business Model and Strategy 9
1.6. Ecosystems and Partnerships 10
1.7. Team, Leadership and Execution 10
1.8. Finance and Investor Readiness 12
1.9. Pitching and Storytelling 13
1.10. Sector Adaptation Clinics 14

2. Part B - Toolbox Labs for Experiential Teaching 16

2.1. Role-Playing Design and Facilitation 16
2.2. Case Study Method 26
2.3. Work-Integrated Learning (WIL) Strategies 37
2.4. Local Adaptation of Teaching Tools 38

3. Part C - Curriculum Integration, Quality Assurance and Evidence 39

3.1. Tool-to-Objective Mapping 39
3.2 Tool-to-objective mapping 40
3.3. Adaptation Loop and Community of Practice 41

4. Annexes and References 43

Appendix E - Supporting Teaching Materials Referenced in Chapters 3-4 61

Co-funded by the European Union

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.



1. Part A - Entrepreneurship Concepts and Embedded Teaching Tools

Part A establishes the conceptual foundation for the practice-oriented activities used throughout the training course. The emphasis is on entrepreneurship as a way of acting, testing and learning rather than as a body of theory to be memorised. Each topic therefore combines a concise conceptual frame with a teaching application that can be adapted to different disciplines, class sizes and levels of prior entrepreneurial experience. This approach is consistent with practice-based entrepreneurship education, in which students develop capability by applying concepts to decisions, experiments, teamwork and communication tasks (Neck & Greene, 2011).

1.1. Entrepreneurial Mindset

An entrepreneurial mindset is the capacity to make purposeful progress when goals, resources and outcomes are not fully known. Rather than waiting until all information is available, entrepreneurs often need to act under conditions of uncertainty, learn from experience and progressively adjust their decisions. For students, this means developing the ability to identify available resources, recognise constraints, engage with relevant stakeholders and take manageable actions that generate new information. The emphasis is therefore not on uncontrolled risk-taking, but on **resourcefulness, experimentation, learning and adaptation**. Effectuation provides a useful framework for understanding this form of entrepreneurial action. Instead of beginning exclusively with a predetermined goal and attempting to predict the resources required to achieve it, effectual reasoning starts with the means already available and asks what can realistically be created from them (Sarasvathy, 2001).

As illustrated in **Figure 3.1**, the process begins with the **“Bird in Hand”** principle: entrepreneurs consider *who they are, what they know and whom they know*. These existing means provide the starting point for identifying possible actions rather than waiting for ideal conditions or additional resources. The next principle represented in Figure 3.1 is **“Affordable Loss,”** which shifts attention from attempting to predict the maximum possible return towards deciding what level of time, money or effort can reasonably be committed without creating unacceptable consequences. This enables experimentation through relatively small and manageable steps. Entrepreneurs then **interact with other people**, seeking partners, users, suppliers, mentors or other stakeholders who may contribute knowledge, capabilities or resources. Through these interactions, **effectual stakeholder commitments**, represented by the **“Crazy Quilt”** principle, can expand the resources available to the initiative while simultaneously shaping its direction.

The figure also shows that effectuation is **iterative rather than linear**. Stakeholder commitments do not simply add resources; they can also reshape the direction of the entrepreneurial process by introducing new possibilities, expectations and constraints. As a result, **new means and new goals** may emerge over time and become part of the next cycle of action. Unexpected events are also important. Through the **“Lemonade”** principle, entrepreneurs are encouraged to treat surprises, setbacks and changes as potential sources of learning or opportunity rather than only as problems. The **“Pilot in the Plane”** principle further stresses the importance of focusing on decisions, actions and relationships that can be influenced directly, instead of depending entirely on predictions about an uncertain future. Through repeated cycles of action, stakeholder interaction and adaptation, entrepreneurial initiatives may evolve in ways that were not fully anticipated at the beginning, potentially leading to new products, services or markets.

Co-funded by the European Union

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.

Bootstrapping complements this logic by encouraging entrepreneurs to make effective use of the resources already available when access to finance is limited. This may include using existing equipment, sharing resources with partners, negotiating delayed payments, obtaining early customer commitments, or drawing on personal and professional networks for knowledge and expertise. In this sense, entrepreneurial progress does not necessarily depend on having substantial resources from the outset. It can also result from combining limited resources creatively and gradually expanding them through relationships, experimentation and collaboration (Winborg & Landström, 2001).

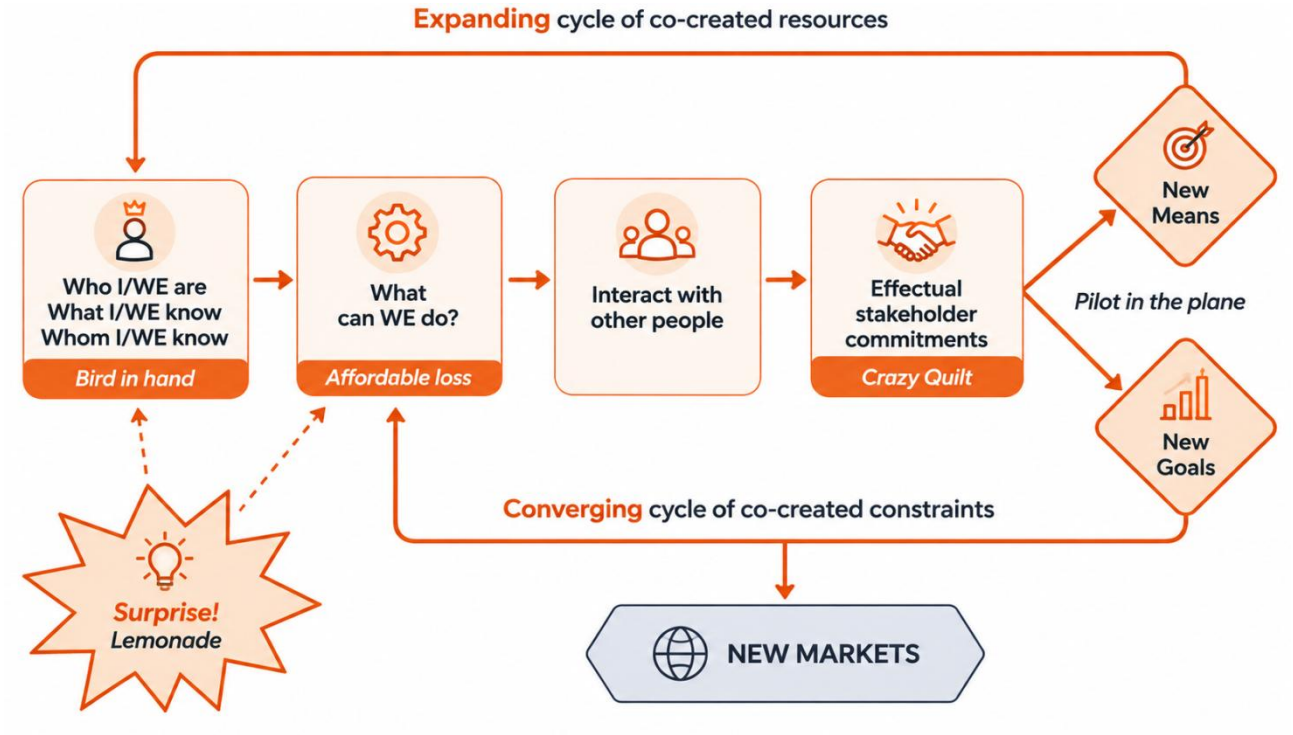


Figure 1.1. Effectuation Logic for Entrepreneurial Action under Uncertainty (adapted from Sarasvathy & Dew, 2005).

In teaching, these principles should be translated into **observable decisions and actions** rather than presented only as theoretical concepts. A short uncertainty exercise can ask student teams to identify the means currently available to them, including their knowledge, skills, contacts and material resources. They can then identify the main uncertainties surrounding their idea, decide what level of time or effort they can afford to commit, select one important assumption to test, and identify a stakeholder who could provide useful information or support. Each team can then define one low-cost action, such as interviewing a potential user, contacting a possible partner or testing a simplified version of the proposed solution. The activity should conclude with a brief reflection on what changed after the action was taken. Students can consider whether new information altered their understanding of the problem, added new resources, introduced constraints or led them to revise their initial goal. This reinforces the process illustrated in Figure

Co-funded by the European Union

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.



3.1 and helps students understand entrepreneurial uncertainty as something that can be **managed progressively through action, stakeholder engagement and learning**, rather than something that must be completely resolved before action begins.

1.2. From Idea to Opportunity

An idea is not automatically an entrepreneurial opportunity. Ideas may originate from personal experience, technological developments, observed inefficiencies, changes in customer behaviour, social or environmental challenges, or gaps in existing products and services. However, an idea becomes a credible entrepreneurial opportunity only when it can be linked to a meaningful problem or unmet need, a recognisable group of users or beneficiaries, and a plausible mechanism for creating and delivering value. Opportunity development therefore involves both recognition and shaping: entrepreneurs identify potentially valuable situations, examine the conditions that make them relevant, and progressively refine their initial ideas through evidence, experimentation and interaction with stakeholders. **Entrepreneurship research has long emphasised the relationship between opportunities and the individuals or teams that discover, evaluate and act upon them** (Shane & Venkataraman, 2000).

A useful distinction for students is between **"something that could be created" and "something that is worth creating for a defined group of people.**" For example, developing another mobile application is an idea; identifying that small local retailers struggle to accept digital payments, understanding the barriers they face, and designing an affordable and simple payment solution constitutes a more clearly defined opportunity. Similarly, the basic concept behind accommodation-sharing existed long before digital platforms. The entrepreneurial opportunity emerged when platforms such as Airbnb connected unused accommodation capacity with travellers looking for flexible alternatives to conventional hotels. In both cases, the opportunity is not simply the technology or product itself, but the connection between a specific problem, a particular user group and a workable value proposition.

Students should therefore be encouraged to assess an emerging opportunity from **several perspectives.** Desirability concerns whether users actually experience the problem and consider it important enough to seek an alternative. Feasibility considers whether the proposed solution can realistically be developed and delivered using available skills, technologies, partners and resources. Viability concerns whether the initiative has a **sustainable way of creating and capturing value**. Timing and context are also important: an otherwise promising idea may have limited potential if customers are not ready for it, supporting infrastructure is missing, regulation creates significant barriers, or existing alternatives already solve the problem sufficiently well. These conditions help distinguish a promising idea from an entrepreneurial opportunity with realistic potential for development and implementation (see Figure 3.2).

A guided opportunity-shaping exercise can help teams move from a broad idea to a more evidence-based opportunity statement. Teams first describe the problem or need in concrete terms, identify who experiences it and under what circumstances, examine how users currently address the problem, and consider what limitations exist in those alternatives. They then articulate their proposed improvement and identify the assumptions on which the opportunity depends. For example, a team proposing a digital marketplace for small agricultural producers should not begin with the assumption that "farmers need an app." Instead, it should investigate whether producers experience difficulties reaching buyers, obtaining

Co-funded by the European Union

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.

market information, coordinating transport or negotiating prices, and determine which of these problems creates sufficient value for users to change their current behaviour.

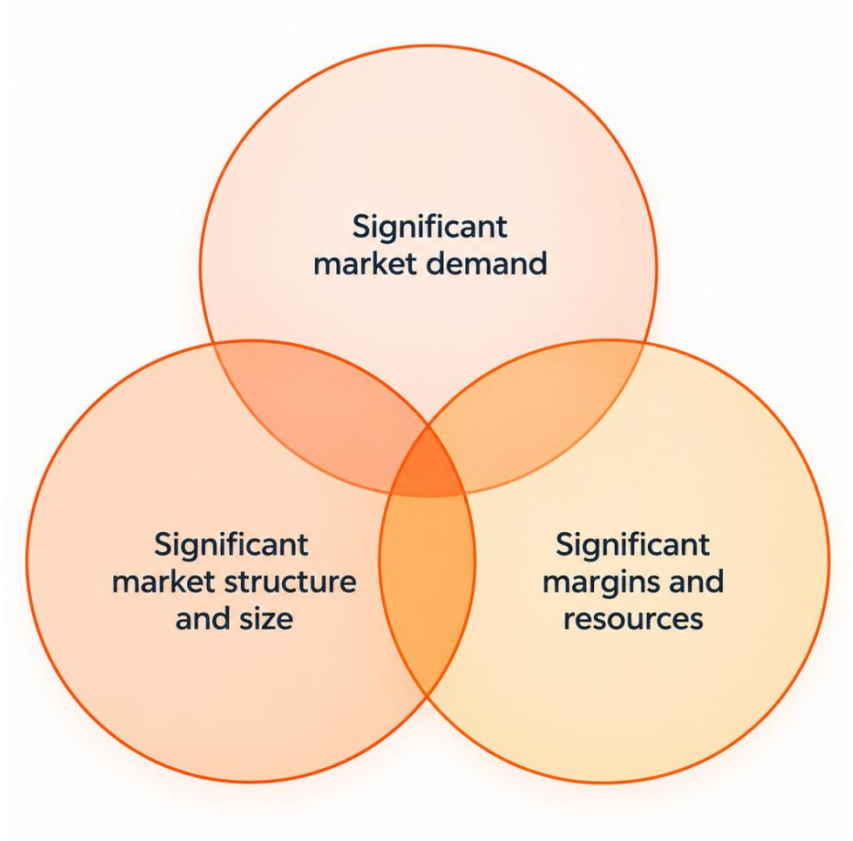


Figure 1.2. Key Conditions for Transforming an Idea into an Entrepreneurial Opportunity (adapted from OpenStax, Entrepreneurship, Section 5.2).

The **lecturer** plays an important role in **preventing teams from moving prematurely from an attractive idea to solution development**. Statements such as “everyone is our customer,” “there is no competition,” “people will definitely use it,” or “the technology itself makes the idea innovative” should be challenged and converted into testable assumptions. Existing alternatives should also be interpreted broadly: competitors are not limited to organisations offering an identical product, but include any current behaviour or solution that users employ to address the same need.

The outcome of this stage should be a concise opportunity statement specifying the problem, target group, context and proposed source of value, accompanied by an initial list of assumptions requiring validation. This output provides the bridge between initial ideation and the more systematic activities addressed in the following sections, particularly customer discovery and idea validation (Section 3.3) and feasibility analysis (Section 3.4).

Co-funded by the European Union

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.



1.3. Customer Discovery and Idea Validation

Customer discovery shifts attention from what a team wants to build to what potential users, customers or beneficiaries actually experience. Learners identify priority segments, formulate problem and value hypotheses, and gather evidence before investing heavily in a proposed solution. In a classroom setting, the aim is not to prove that an idea is correct, but to improve the quality of evidence used to decide whether it should be continued, adapted or reconsidered. Lean startup approaches are useful because they treat assumptions as testable propositions and encourage rapid learning cycles rather than extensive planning based on untested beliefs (Blank & Dorf, 2012).



Figure 3.3. Iterative Customer Discovery and Idea Validation Process (adapted from Blank, 2013).

As illustrated in Figure 3.3, customer discovery can be organised as an iterative process that begins by identifying the target segment and formulating a clear hypothesis. Teams then plan an appropriate test, engage with relevant users or stakeholders, and record what participants actually say or do. Evidence should be separated from interpretation so that teams can evaluate whether their initial assumptions are supported or challenged. Simple minimum metrics may include repeated identification of the same problem, evidence that users already invest time or money in addressing it, willingness to test a proposed solution, or completion of a specific action such as registering for a pilot.

The final stage is to decide whether to continue, adapt or reconsider the idea and define the next hypothesis or test. This reinforces the cyclical process shown in Figure 3.3, where each round of evidence informs the next stage of learning. The main output should be a concise validation record linking each key assumption to the evidence collected, the team's current level of confidence and the next action required. This provides a

Co-funded by the European Union

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.

clear transition from opportunity development to the more systematic feasibility assessment addressed in Section 3.4.

1.4. Feasibility Analysis

Feasibility analysis helps students assess whether an opportunity can be implemented sustainably before substantial resources are committed. It should consider several interconnected dimensions, including whether the proposed product or service can be developed and used as intended, whether sufficient market demand exists, whether the team has the necessary organisational capabilities and partnerships, and whether the basic financial requirements are realistic. These core dimensions are summarised in **Figure 3.4,** which highlights the relationship between organisational, financial and market feasibility.



Figure 3.4. Core Dimensions of Feasibility Analysis: Organisational, Financial and Market Feasibility (adapted from OpenStax, Entrepreneurship, Section 11.3).

The objective is not to create false precision, but to help students distinguish evidence from assumptions and identify the conditions that could make a project viable or non-viable. **A Feasibility Evidence Sheet can be used to record available evidence, unresolved assumptions, major risks and the additional information required for each dimension.** Teams can then identify the two or three factors with the greatest influence on feasibility and define an appropriate evidence-gathering action for each, maintaining the iterative learning process introduced during customer discovery.

Co-funded by the European Union

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.



1.5. Business Model and Strategy

A business model explains how an initiative creates value for a defined group, delivers that value through its activities, resources and relationships, and captures sufficient value to remain viable. The **Business Model Canvas**, shown in **Figure 3.5**, provides a practical visual framework for examining these elements and making key assumptions explicit (Osterwalder & Pigneur, 2010). Its educational value lies not simply in completing the nine components, but in examining how the customer segments, value proposition, channels, key activities, resources, partners, cost structure and revenue logic fit together as a coherent system.

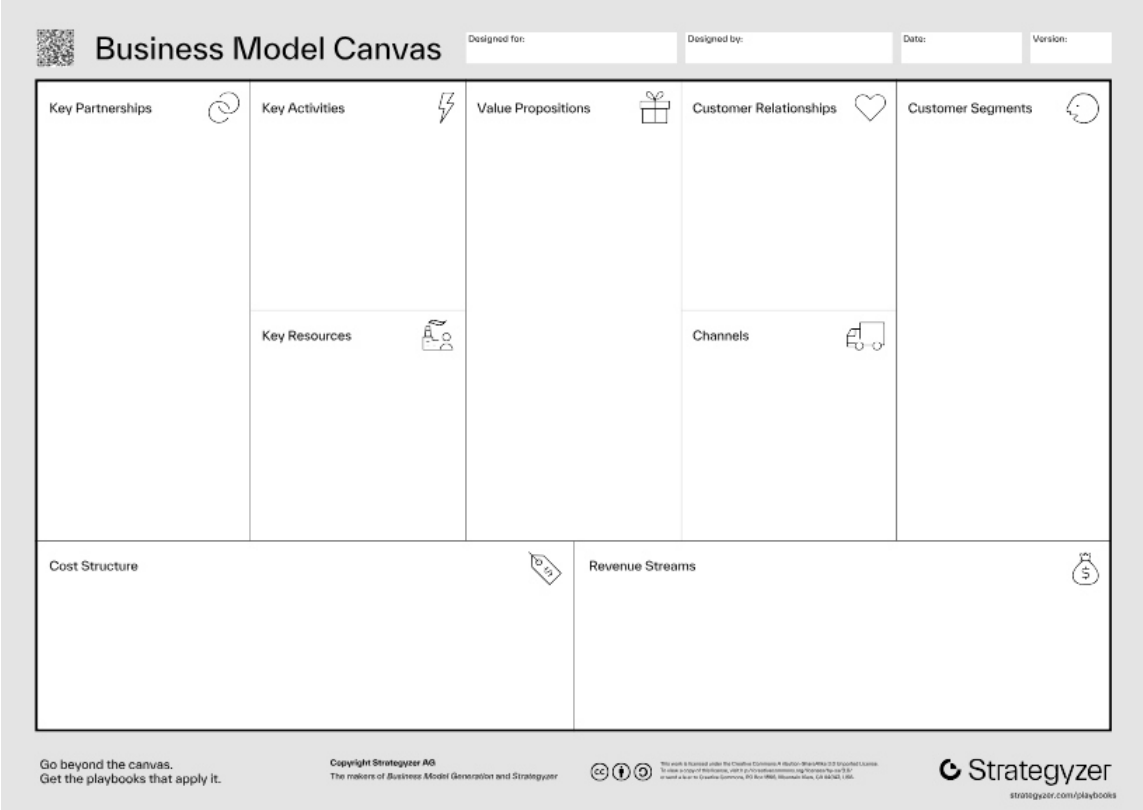


Figure 3.5. The Business Model Canvas (source: strategyzer.com)

Strategy builds on this by requiring teams to make choices about where to focus, which capabilities to develop, how to respond to alternatives and which assumptions deserve priority attention. **Business-model design and strategy are therefore closely related but not identical: the business model describes the architecture of value creation and capture, while strategy concerns the choices and positioning needed to sustain that model over time (Teece, 2010).** A useful classroom activity is to ask teams to identify the highest-risk assumptions in their Business Model Canvas, examine dependencies between components and define one validation action for the most critical assumption.

Co-funded by the European Union

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.



1.6. Ecosystems and Partnerships

Entrepreneurial initiatives do not develop in isolation. They operate within broader ecosystems that may include firms, universities, investors, public authorities, professional associations, incubators, accelerators, community organisations and other support structures. These actors can provide access to resources that are difficult for a single team to obtain independently, such as knowledge, finance, specialised expertise, infrastructure, market access, legitimacy and talent. Research on entrepreneurial ecosystems emphasises that their effectiveness depends not only on the presence of individual actors, but also on the quality of the relationships, exchanges and support mechanisms that connect them (Spigel, 2017; Stam, 2015). A useful starting point is to ask students to identify the main actors surrounding their entrepreneurial opportunity and consider the contribution each could make. Relevant ecosystem roles may include:

- **Customers and beneficiaries**, who provide information about needs, expectations and willingness to adopt a solution.
- **Suppliers and operational partners**, who provide materials, services, technologies or distribution capabilities.
- **Universities and research organisations**, which may contribute knowledge, expertise, facilities or access to innovation networks.
- **Investors and funding organisations**, which can provide finance, mentoring and connections to wider markets.
- **Public authorities and regulators**, which influence licensing, compliance, public support and access to policy-related opportunities.
- **Incubators, accelerators and business-support organisations**, which can provide mentoring, training, networking and business-development support.
- **Professional and community networks**, which may support credibility, local engagement, recruitment and access to potential partners.

An ecosystem-mapping activity can ask teams to classify relevant actors according to their role, the resources or support they can provide, and the strength of the existing relationship. This enables students to identify both well-developed connections and important gaps. The exercise can then be extended into a simple **stakeholder engagement plan**, specifying what each priority actor could contribute, what value the team can offer in return, who should initiate contact and what the next concrete action should be. In this way, ecosystem analysis moves beyond producing a static list of organisations and becomes part of entrepreneurial execution, partnership development and resource mobilisation.

1.7. Team, Leadership and Execution

Entrepreneurial projects depend on teams being able to coordinate work under changing conditions. Common problems include unclear roles, uneven workload, weak communication, unresolved conflict and goals that are not translated into concrete actions. Team development research shows that groups typically move through stages in which roles, relationships and working practices become established over time

Co-funded by the European Union

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.



(Tuckman, 1965). For entrepreneurship education, this means that teamwork should be actively designed rather than assumed.

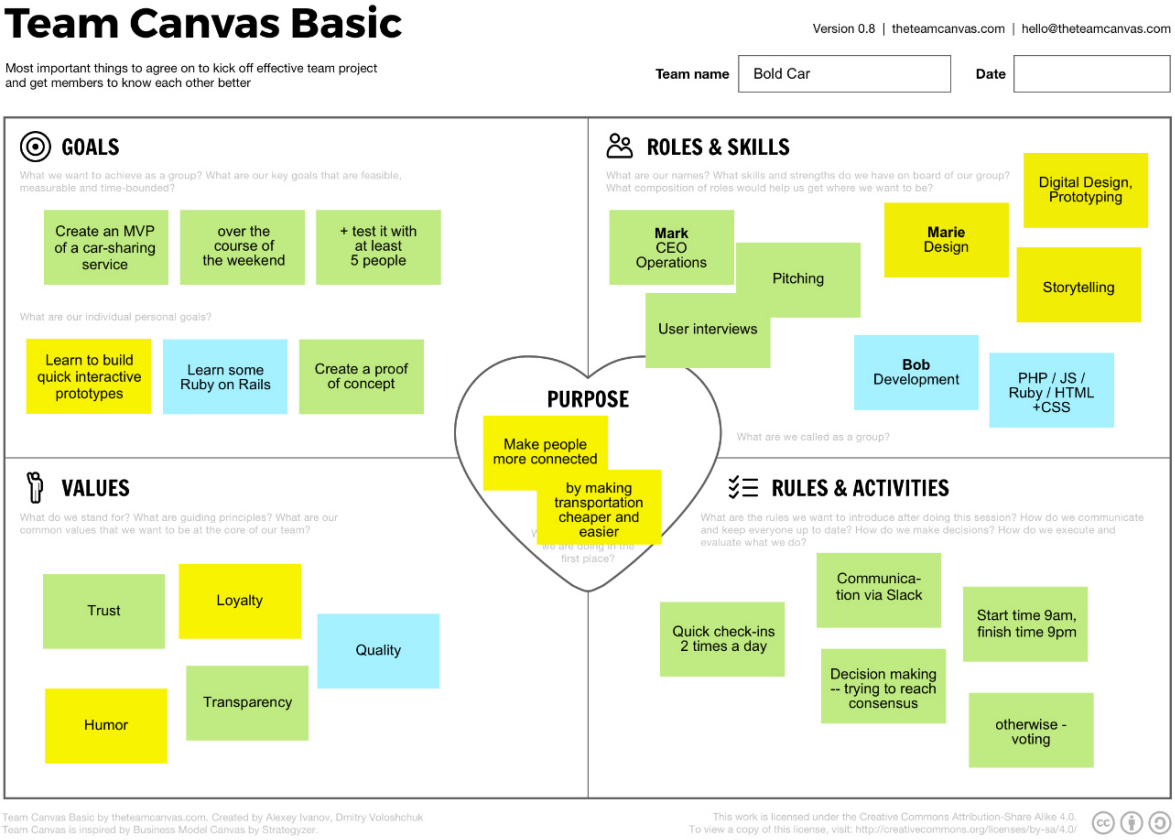


Figure 3.6. Team Canvas for Defining Team Purpose, Goals, Roles, Skills, Values and Working Rules (source: theteamcanvas.com).

The Team Charter activity formalises the way a team intends to work. Participants define a shared purpose, roles and responsibilities, communication rules, decision-making procedures, meeting arrangements and foreseeable collaboration risks. The charter is followed by an Execution Sprint Planning activity in which a broad project objective is translated into tasks, priorities, responsibilities, milestones, deliverables, dependencies and potential blockers. Together, the two activities connect team formation with execution discipline: the charter establishes how the team will collaborate, while the sprint plan establishes what the team will deliver next and who is accountable for each action (AFJ Project Consortium, 2026a; see Appendix E.1).

Co-funded by the European Union

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.



1.8. Finance and Investor Readiness

Finance education should help students understand that funding needs and suitable financing options change as an entrepreneurial initiative develops. Early-stage ventures often rely on founders' own resources, family and friends, business angels, grants or other relatively small-scale sources of finance, while more developed ventures may seek venture capital, private equity or eventually public-market financing. **Table 3.1 summarises typical funding strategies** across different stages of the company lifecycle and illustrates how financing tends to evolve as the venture gains evidence, traction and organisational maturity. The aim is not to identify one universally preferable source, but to help learners evaluate the implications of each option in terms of cost, control, repayment obligations, timing and evidence requirements. Bootstrapping is particularly relevant in the earliest stages, when entrepreneurs rely on internal resources and creative resource-acquisition practices to reduce or delay dependence on external finance (Winborg & Landström, 2001).

Table 3.1. Typical Funding Strategies across Different Stages of the Company Lifecycle (adapted from OpenStax, Entrepreneurship, Section 9.1).

Company stage	Typical funding strategies
Seed	• Personal savings • Small investments from family and friends (F&F) • Angel investors
Early	• Angel investors or angel funds • Venture capitalists • Private equity
Mature Growth	• Self-sustaining financing • Private equity sale • Initial public offering (IPO)

Investor readiness, however, involves more than identifying a potential source of finance or preparing financial projections. Teams should be able to present a coherent case covering the problem, target market, solution, business model, available evidence or traction, team capability, key risks, milestones, funding requirement and intended use of funds. Research on venture-capital decision making highlights the importance of both team quality and business evidence in investment evaluation (Gompers et al., 2020), while presentation research suggests that preparedness can also influence funding judgements (Chen et al., 2009). A practical classroom activity can therefore use an investor-readiness checklist before a role-play or

Co-funded by the European Union

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.

pitch session, asking reviewers to identify unsupported claims, unclear assumptions, missing evidence and weaknesses in the proposed use of funds.

1.9. Pitching and Storytelling

Pitching is a structured communication task through which a team presents an entrepreneurial proposition to a defined audience and seeks a specific next action. Effective pitching requires more than attractive slides or confident delivery: the audience must be able to understand the logic connecting the identified need, the market opportunity, the proposed solution, the way the venture will operate, the resources required and the main risks involved. These core components are summarised in **Figure 3.7, which illustrates the principal elements that should be addressed when constructing an entrepreneurial pitch.** Storytelling helps connect these elements into a coherent and persuasive narrative, while time limits require teams to prioritise the information that is most relevant to the intended audience.

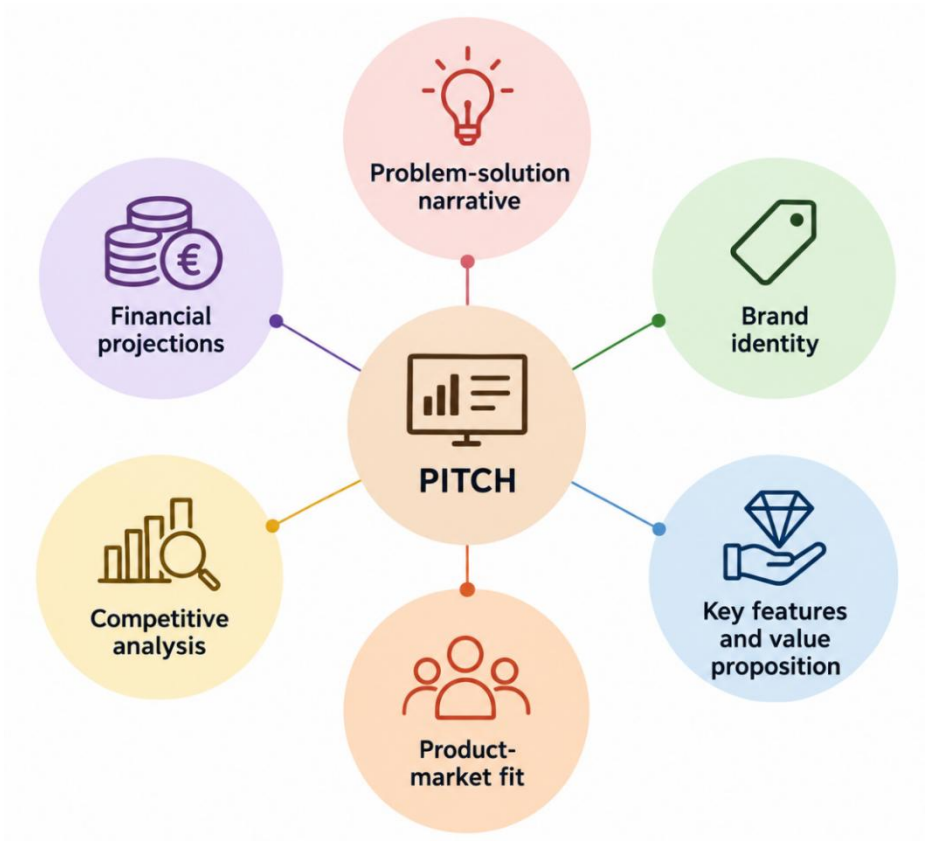


Figure 3.7. Key Elements of an Entrepreneurial Pitch (adapted from OpenStax, Entrepreneurship, Figure 7.6; Copyright Rice University, OpenStax, CC BY-NC-SA 4.0).

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.



The training activities follow a progressive approach to developing these skills. The Pitch Story Structure activity first guides teams in preparing a concise one-page narrative covering the problem, target customer, solution, value proposition and intended next step or "ask". This structure can then be expanded to incorporate the wider elements represented in Figure 3.7, such as market opportunity, venture management, funding requirements and risk mitigation. The Pitch Practice and Feedback activity subsequently requires teams to deliver a concise 1–3 minute pitch and receive structured feedback on clarity, logic, persuasiveness and presentation.

The **Startup Pitch Simulation** extends this learning process through several presentation formats, including an elevator pitch, an investor-panel format with questions and answers, and an optional pressure Q&A exercise. Each format encourages learners to adapt the same underlying entrepreneurial proposition to different audiences and communication constraints. The activity concludes with reflection and the identification of priority improvements before the next pitch iteration, reinforcing pitching as an iterative process of communication, feedback and refinement (AFJ Project Consortium, 2026b, 2026c; see Appendices E.2–E.3).

1.10. Sector Adaptation Clinics

The entrepreneurial concepts and tools described above should be adapted to the learning context rather than delivered identically across all curricula. Sector Adaptation Clinics require lecturers to translate a common entrepreneurial objective into a discipline-relevant challenge, activity and evidence of learning. The objective remains stable, while examples, terminology, data sources and expected outputs are adjusted so that students can recognise the relevance of the tool to their field.

Table 3.2. Illustrative sector adaptation of entrepreneurship concepts and teaching tools.

Curriculum	Illustrative challenge	Suitable teaching tool	Expected evidence/output
Business	Design and test a new service for a defined customer segment.	Customer discovery + Business Model Canvas	Interview evidence, value hypothesis and revised business model.
Accounting	Assess the viability and financial implications of a small venture.	Feasibility analysis + investor readiness checklist	Cost/revenue assumptions, funding need, risks and feasibility conclusion.
Marketing	Validate a target segment and communicate a differentiated value proposition.	Customer discovery + pitch story structure	Segment profile, evidence summary and short customer-focused pitch.
Agriculture	Develop a market or service opportunity around a farm, producer group or agri-value-chain need.	Ecosystem mapping + WIL challenge	Stakeholder map, proposed solution, implementation steps and partner feedback.

Co-funded by the European Union

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.



Each clinic should conclude with a brief lesson plan specifying the learning outcome, activity sequence, materials, timing, support requirements, expected student output and assessment evidence. This makes the activity transferable while preserving enough flexibility for local examples, institutional priorities and available resources.

Adaptation to disciplinary areas

The teaching resources should be adapted to the disciplinary area in which they are used. The same tool can support different learning objectives depending on the course context, the type of students and the professional situations they are expected to address. In the AFJ materials, this adaptation is particularly relevant for business, accounting, marketing and agriculture, which are also reflected in the sector-specific activities included in the teaching tools. Adaptation does not require changing the structure of the tool. Lecturers should keep the basic format of the resource, but modify the context, actors, evidence, student task and expected output. For example:

- in a business course, a case study or pitch simulation may focus on opportunity recognition, business model design, feasibility and growth strategy;
- in an accounting course, the same activity may focus on financial assumptions, cost structure, pricing, cash-flow implications and investor readiness;
- in a marketing course, the focus may shift to customer discovery, segmentation, value proposition, communication and validation;
- in an agriculture course, the activity may be adapted to agripreneurship, value chains, sustainability, local ecosystems, resource constraints and market access.

Lecturers should ask four questions when adapting a resource:

1. What is the disciplinary focus? Identify which concepts, problems or professional competences are most relevant for the course.
2. What context should be used? Select a realistic business, accounting, marketing or agricultural situation.
3. What should students produce? Define an output that fits the discipline, such as a feasibility assessment, financial note, customer insight summary, stakeholder map or value chain analysis.
4. How should the activity be assessed? Adapt the criteria so that they reflect both the entrepreneurial competence and the disciplinary objective.

The goal is to make each resource usable across different teaching contexts without losing coherence. A role-play, case study, pitch simulation or WIL activity should always remain aligned with the learning objective, but its content should be adapted to the disciplinary environment in which students will apply entrepreneurial learning.

Co-funded by the European Union

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.



2. Part B - Toolbox Labs for Experiential Teaching

Part B translates the concepts in Chapter 3 into reusable facilitation methods. The design principle is experiential: participants encounter a realistic task, make decisions or produce an output, receive feedback, and reflect on the relationship between the activity and the intended learning outcome. This sequence reflects experiential-learning approaches in which experience is converted into learning through reflection and subsequent application (Kolb, 1984). The tools are deliberately modular so that lecturers can adapt them to different disciplines and institutional settings.

2.1. Role-Playing Design and Facilitation

Role-playing is most effective when participants must make decisions from different stakeholder positions rather than simply read scripted dialogue. A well-designed role-play begins with one explicit learning objective and a scenario containing a genuine tension, constraint or negotiation problem. Each role brief should provide only the information required for the participant to act: objectives, interests, constraints, relevant evidence and any information that should remain private. The facilitator should also define the expected duration, decision point and observable behaviours that will be used during debriefing.

Facilitation should follow a clear sequence: introduce the objective and ground rules; distribute roles; allow preparation; run the interaction; use pause points only when reflection or re-framing is pedagogically useful; close the role-play at a defined decision point; and conduct a structured debrief. The debrief is essential. Participants should distinguish what happened from why it happened, identify which assumptions or communication choices affected the outcome, and connect the experience to the entrepreneurial concept being taught. An observation checklist or short rubric can focus on evidence use, stakeholder awareness, negotiation, communication and decision quality. The written evidence retained for evaluation can include role notes, an observer checklist and a short reflection.

Step-by-step instructions for facilitating role-playing exercises

Role-playing exercises are structured experiential learning activities in which students engage with simulated entrepreneurial situations requiring interpretation, interaction, judgement and action. In entrepreneurship education, they are useful because they reproduce, in a controlled academic environment, key features of entrepreneurial practice: uncertainty, incomplete information, stakeholder interdependence, negotiation, time pressure and decision-making without full predictability.

These guidelines support lecturers in designing, facilitating and assessing role-playing exercises as rigorous teaching tools. Role-playing should not be used merely to increase participation, but as a method explicitly aligned with course learning outcomes, entrepreneurial competences and assessment criteria.

In particular, role-playing can strengthen students' entrepreneurial decision-making, negotiation, communication, problem-solving and ability to adapt under uncertainty. It helps bridge the gap between conceptual knowledge and situated performance: students may understand customer discovery, investor readiness or stakeholder engagement in theory, but need practice to perform these activities effectively.

Co-funded by the European Union

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.



A complete role-playing exercise should include four interconnected components: defining the learning purpose, designing a realistic scenario, preparing roles and facilitation flow, and conducting debriefing and assessment. The following subsections provide operational guidance for each component.

2.1.1. Learning purpose of role-playing

The first step in designing a role-playing exercise is to define its learning purpose. The lecturer should clarify what entrepreneurial competence the activity is intended to develop and why role-playing is the appropriate method. Role-playing is most useful when the learning outcome requires students to interpret a situation, engage with another actor's perspective, make decisions with incomplete information, justify their choices and reflect on their actions. In this sense, learning emerges through experience, reflection and subsequent conceptualisation (Kolb, 1984). The learning purpose should identify the competence domain addressed by the exercise. Four main domains can be distinguished.

First, role-playing may develop **cognitive competences**, such as framing a problem, identifying assumptions, evaluating alternatives and making decisions under uncertainty.

Second, it may develop **relational competences**, such as asking meaningful questions, listening actively, negotiating, persuading, managing disagreement and adapting communication to different stakeholders.

Third, it may develop **behavioural competences**, such as taking initiative, making trade-offs, defending a position, revising a decision after feedback and responding to unexpected information.

Fourth, it may develop **reflective competences**, by helping students analyse their behaviour, identify assumptions, compare strategies and connect the simulation to entrepreneurship theory.

The learning purpose should be formulated in operational terms. It is not sufficient to state that students will "*understand customer discovery*" or "*learn negotiation*". The lecturer should specify what students are expected to do and what evidence will show that learning has occurred.

For example: "*Students will be able to conduct a structured customer discovery conversation, ask non-leading questions, identify customer needs, distinguish evidence from assumptions, and revise the initial value proposition on the basis of the interaction.*"

This formulation creates alignment between learning objective, scenario, roles, facilitation and assessment.

The lecturer should also clarify what evidence of learning will be collected. Participation alone is not sufficient. Evidence may include an observation grid, a revised value proposition, a negotiation summary, peer feedback, a reflective note, a stakeholder map or a post-exercise analysis.

Co-funded by the European Union

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.



A useful formulation is: "*The purpose of this role-playing exercise is to enable students to [perform a specific entrepreneurial action] in order to develop their ability to [target competence], by engaging with [type of entrepreneurial situation], and producing evidence of learning through [observable output or reflection]*."

At the end of this phase, the lecturer should have a concise statement identifying the targeted competence, the reason for using role-playing, the situation to be simulated, the expected student performance and the evidence of learning to be collected.

2.1.2. Scenario design

The scenario design phase translates the learning purpose into a concrete entrepreneurial situation. The lecturer should design the scenario as a decision environment in which students interact with other actors, interpret partial information, manage uncertainty and produce a visible output.

A scenario should be realistic, but not overloaded. It should contain only the information needed to activate the intended learning outcome and should be manageable within the available teaching time.

Step 1. Define the entrepreneurial situation

The lecturer should first identify the type of situation to be simulated. Possible formats include:

- a *customer discovery interview*, to test assumptions about customer needs;
- an *investor negotiation*, to practise communication, funding readiness and negotiation;
- a *stakeholder meeting*, to understand different interests and build legitimacy;
- a *sales conversation*, to communicate value and manage objections;
- a *team decision-making exercise*, to work on leadership, conflict, coordination or execution.

The selected situation must make the targeted entrepreneurial competence necessary.

Step 2. Build the scenario around a central tension

Every scenario should include a clear entrepreneurial tension: a problem, dilemma or uncertainty that makes the interaction meaningful.

Examples include:

- the team believes it has identified a customer problem, but the potential customer does not confirm it;
- an investor is interested, but questions scalability or financial sustainability;
- a local stakeholder supports the project, but raises social or environmental concerns;
- team members disagree on whether to prioritise growth, profitability or social mission;
- a partner is willing to collaborate, but requests conditions that may change the business model.

Co-funded by the European Union

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.



The tension should not have an obvious solution. Students should be required to interpret, decide and justify their position.

Step 3. Identify the actors and assign different perspectives

The lecturer should define the actors involved. Possible roles include:

- entrepreneur or founding team;
- customer or user;
- investor;
- mentor;
- supplier;
- business partner;
- community representative;
- university representative;
- industry expert;
- team member with a different strategic priority.

For each actor, the lecturer should define:

- what the actor wants;
- what the actor knows;
- what the actor does not know;
- what concerns or constraints the actor has;
- what decision or reaction the actor can influence.

Roles should include some information asymmetry. This reproduces real entrepreneurial interaction and encourages questioning, negotiation and interpretation.

Step 4. Write a concise scenario brief

The scenario brief should be short, clear and usable in class. It should include:

- Scenario title: a clear title, for example “Negotiating seed funding for an agritech start-up”.
- Context: a short description of the business idea or entrepreneurial situation.
- Central tension: the main issue students must address.
- Roles: the actors involved and their positions.
- Information available to everyone: basic facts shared by all participants.
- Role-specific information: confidential or differentiated information.
- Task: what students must do during the interaction.
- Time: preparation and simulation time.

Co-funded by the European Union

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.



- Expected output: what students must produce at the end.

Step 5. Calibrate the level of complexity

The lecturer should adapt the complexity to the students' level and the position of the activity within the course.

For introductory students, the scenario should include:

- few roles;
- one clear tension;
- limited background information;
- a short interaction;
- one concrete output.

For advanced or postgraduate students, the scenario may include:

- multiple actors;
- conflicting interests;
- incomplete information;
- financial, strategic or ethical trade-offs;
- unexpected information introduced during the simulation.

The scenario should be demanding but manageable.

Step 6. Define the expected output before the activity starts

Students should know what they are expected to produce. Possible outputs include:

- a revised customer problem statement;
- a value proposition update;
- a negotiation outcome;
- a stakeholder engagement map;
- a list of assumptions to be tested;
- a decision memo;
- a short reflective note.

The output must be aligned with the learning purpose. A customer discovery scenario should produce customer insights, not a sales pitch. An investor negotiation should produce reflection on funding trade-offs, not only a yes/no investment decision.

Co-funded by the European Union

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.



At the end of the scenario design phase, the lecturer should have a concise scenario brief including context, central tension, roles, information structure, task, timing and expected output.

2.1.3. Role preparation and facilitation flow

Once the scenario has been designed, the lecturer must translate it into a clear facilitation structure. This phase concerns role briefs, materials, timing, rules and interaction flow.

The aim is to give students enough structure to act meaningfully, while leaving enough autonomy to interpret the situation and make decisions.

Step 1. Prepare the role briefs

Each role should be described in a short role brief including:

- role name, such as entrepreneur, customer, investor, mentor or community representative;
- role objective, meaning what the actor wants to obtain;
- available information, meaning what the actor knows;
- private information, if some elements are confidential;
- main concerns, such as risk, cost, trust, feasibility or social impact;
- decision power, meaning what the actor can accept, reject, negotiate or influence.

The brief should be concise but specific. A generic role such as “investor” is insufficient unless it clarifies what the investor seeks, fears and evaluates.

Step 2. Decide how to assign participants

The lecturer should decide how students will be assigned to roles.

In small classes, one group may perform while the others observe. In large classes, several groups may run the same scenario in parallel. In advanced courses, groups may receive variations of the same scenario to compare outcomes during debriefing.

When possible, roles should rotate across exercises so that students experience different perspectives: founder, customer, investor, partner or stakeholder.

Step 3. Prepare the common materials

Common materials may include:

- the entrepreneurial context;
- the central tension;

Co-funded by the European Union

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.

- the learning objective;
- the rules of interaction;
- the time available;
- the expected output;
- the assessment or debriefing criteria.

The lecturer should clearly distinguish between common information and role-specific information.

Step 4. Define the facilitation flow

A standard facilitation flow may include:

1. *Introduction of the learning purpose.* The lecturer explains why the role-play is being used and which competence it develops.
2. *Presentation of the scenario*. The lecturer introduces the context, central tension and expected interaction.
3. *Distribution of roles and materials*. Students receive common instructions and role-specific briefs.
4. *Preparation time.* Students read their role, clarify objectives and prepare their strategy.

5. *Simulation.* Students perform the interaction.
6. *Observation*. The lecturer and/or observers take notes.
7. *Delivering the output*. Students produce the agreed output.
8. *Debriefing*. The lecturer guides reflection on what happened and what can be learned.

Step 5. Set rules and timing

Rules should be simple and explicit. They may include:

- remain within the assigned role;
- do not reveal private information unless strategically appropriate;
- use evidence and reasoning;
- respect speaking time;
- focus on the entrepreneurial problem;
- produce the expected output.

Timing should be communicated before the activity. For example:

- 5 minutes for introduction;
- 15 minutes for preparation;
- 15 minutes for simulation;
- 5 minutes for output;

Co-funded by the European Union

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.



- 10 minutes for debriefing.

The lecturer should always protect debriefing time, since this is where learning is consolidated.

Step 6. Manage the simulation without over-directing it

During the role-play, the lecturer acts as facilitator. Intervention may be appropriate when:

- students misunderstand the task;
- the interaction becomes unfocused;
- one participant dominates;
- the discussion moves away from the entrepreneurial tension;
- the group reaches a deadlock too early;
- an important learning opportunity emerges.

The lecturer should not solve the problem for students. The aim is to let them experience uncertainty, disagreement and incomplete information.

Step 7. Use pause points when pedagogically useful

Pause points are short interruptions used to make reasoning visible. They may be used to ask:

* What is happening in the interaction?
* What assumptions are guiding your behaviour?
* What information is still missing?
* What strategy are you using?
* How is the other actor responding?
* What alternative action could you take?

Pause points should be used sparingly, only when they help students notice something important.

At the end of this phase, the lecturer should have an operational plan including role briefs, common instructions, timing, rules, observer tasks, facilitation steps, expected output and possible pause points.

2.1.4. Debriefing and assessment

Debriefing and assessment transform the role-play from a simulated interaction into a structured learning experience. The simulation allows students to act; the debriefing helps them understand what happened, why it happened and what can be learned.

Co-funded by the European Union

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.



Assessment should focus not only on the final outcome, but on the quality of the process: how students interpreted the situation, used information, interacted, justified decisions, responded to uncertainty and reflected on their performance.

Step 1. Start with descriptive reconstruction

The first phase helps students reconstruct what happened. Useful questions include:

- What happened during the simulation?
- What were the main decisions made by each actor?
- What information was used?
- Which issues created tension or disagreement?
- What was the outcome?
- Did the interaction develop as expected?

This phase helps separate facts from interpretations.

Step 2. Move to analytical reflection

The lecturer should then connect the simulation to entrepreneurial concepts and learning outcomes. Useful questions include:

- What assumptions guided the decisions?
- Which assumptions were confirmed, challenged or left untested?
- How did students deal with incomplete information?
- How did different actors interpret the same situation?
- Which communication or negotiation strategies were used?
- How did students respond to objections or unexpected information?
- What trade-offs emerged?

The aim is to move from personal impressions to analytical learning.

Step 3. Connect the experience to transferable learning

The final part of the debriefing should focus on transferability. Useful questions include:

- What would you do differently?
- What did the simulation reveal about entrepreneurial decision-making?
- What did you learn about communicating with customers, investors, partners or stakeholders?
- How would this experience influence your project?
- Which skills need further development?

Co-funded by the European Union

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.



The aim is to help students apply the learning to future entrepreneurial or professional contexts.

Step 4. Use observation evidence

The debriefing should be supported by evidence collected during the simulation. Observers may focus on:

- clarity of communication;
- quality of questions;
- ability to listen;
- use of evidence;
- negotiation strategy;
- management of disagreement;
- response to uncertainty;
- teamwork and coordination;
- adaptation to feedback.

Observation should be used to make learning visible, not to criticise students personally.

Step 5. Define assessment criteria in advance

Assessment criteria should be aligned with the learning purpose. The lecturer should decide whether the assessment is formative, summative or both.

Possible criteria include:

- understanding of the entrepreneurial situation;
- ability to identify relevant information;
- quality of questions and listening;
- clarity of communication;
- use of evidence;
- ability to manage uncertainty;
- ability to negotiate or respond to objections;
- quality of decision-making;
- capacity to adapt;
- quality of post-exercise reflection.

The lecturer should avoid assessing only the final outcome. What matters is whether students demonstrated the targeted competence.

Co-funded by the European Union

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.



At the end of the debriefing and assessment phase, students should be able to explain what happened, analyse the entrepreneurial decisions involved, connect the experience to course concepts and identify what they would do differently.

The lecturer should have evidence of learning through observation notes, student outputs, peer feedback or assessment rubrics.

2.2. Case Study Method

Case studies allow students to analyse entrepreneurial decisions in context, evaluate evidence and compare alternative courses of action without requiring a single predetermined answer. Cases should be selected according to the intended learning outcome, the target curriculum and the learners' level of experience. A strong teaching case presents a recognisable decision, problem or dilemma, provides sufficient contextual information for analysis, and contains evidence that permits more than one defensible interpretation. For this project, combining European and South African examples can help lecturers connect general entrepreneurial concepts with different market, institutional, social and sectoral conditions.

A partner-ready case package should include a concise student case, the central decision or question, relevant exhibits or data, guiding questions, lecturer teaching notes, expected learning points, a suggested facilitation sequence and assessment criteria. Students can first analyse the case individually, compare interpretations in small groups, and then participate in a plenary discussion in which the lecturer draws attention to differences in assumptions, evidence and proposed actions. Assessment should reward the quality of reasoning and use of evidence rather than agreement with a predetermined "correct" answer. Suitable outputs include a short decision memo, annotated case analysis or group recommendation.

Examples that lecturers may consult or adapt include:

- **Fairphone – Organising for Sustained Social Impact.** This teaching case follows the development of the Amsterdam-based social enterprise Fairphone and raises questions about scaling, organisational design, ethical supply chains and the challenge of combining commercial viability with social impact. It can support discussion of business models, stakeholder relationships, growth and strategic trade-offs (Akemu & Whiteman, 2016).
- **Too Good To Go – A Surprise Bag that Creates a Win for Business and the Environment.** The case examines how food waste was reframed as a business opportunity through a platform connecting businesses with surplus food to consumers. It is particularly useful for opportunity recognition, value proposition, platform business models, sustainability and growth strategy.
- **The UCT Genesis Project – Building Entrepreneurs for Africa.** This South African case provides a locally grounded example of entrepreneurship development in higher education and can help lecturers examine experiential learning, venture development and the relationship between university education and entrepreneurial practice. It is included in the open-access volume *Innovative Pedagogies for Entrepreneurship Education: Insights and Reflections from South Africa*.
- **Empowering Youth Through Entrepreneurship Education: The DUT-Ngodini Bunduz Project.** This South African case can support discussion of entrepreneurship in community settings, youth capacity

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.

building, local ecosystems and context-sensitive programme design. It is also openly available in the same South African case collection.

These examples should not be treated as fixed models to be reproduced. Lecturers can shorten a case, replace contextual information, add locally relevant data or reformulate the central decision so that it aligns with the intended learning outcome. This is particularly important in the South African context, where research with entrepreneurship educators has identified the limited availability of locally relevant cases as a challenge for teaching. The **open-access South African collection edited by van der Westhuizen (2026)** is especially useful in this respect: it contains 22 in-depth cases drawn from South African universities and provides examples across entrepreneurship ecosystems, experiential learning, design thinking, WIL, agriculture, science and other disciplines.

Guidelines for using case studies

Case studies should be used as structured teaching tools to connect entrepreneurial concepts with real or realistic situations. Their purpose is not to provide examples of successful ventures, but to expose students to entrepreneurial problems that require analysis, discussion and decision-making.

A case class should be understood as a guided discussion about a real decision under uncertainty. It is not a disguised lecture, a free debate without structure, a “guess the professor’s answer” exercise, or a research assignment based on external information. The goal is to help students reason from the facts of the case, compare defensible alternatives, understand trade-offs, and learn from each other’s arguments.

Lecturers should use cases to help students move through four main steps:

1. identify the central entrepreneurial problem;
2. analyse the available evidence;
3. compare alternative courses of action;
4. justify a recommendation.

The case should therefore be treated as an active learning device, not as a reading exercise. Students should be required to produce an output, such as a decision memo, a revised value proposition, a stakeholder map, a feasibility assessment or a short group presentation.

2.2.1. Case-based learning approach

The case-based learning approach requires students to analyse an entrepreneurial situation and make reasoned decisions based on evidence. The lecturer’s role is to structure the discussion so that students move from description to diagnosis, from diagnosis to analysis, and from analysis to recommendation.

Step 1. Define the learning objective

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.



Before selecting the case, the lecturer should clarify what students are expected to learn. The case may be used to develop the ability to:

1. recognise entrepreneurial opportunities;
2. analyse customer needs;
3. assess a value proposition;
4. identify business model assumptions;
5. evaluate feasibility;
6. understand stakeholder relationships;
7. examine sustainability or digital innovation;
8. make evidence-based recommendations.

The learning objective should guide the choice of the case, the opening question, the discussion flow and the expected output. Ideally, each case session should focus on two or three learning goals, so that the discussion remains manageable and analytically focused.

Step 2. Select a case with a decision point

A useful teaching case should contain an unresolved problem. Students should not simply describe what happened; they should decide what should be done.

For example: a digital startup must decide whether to scale, pivot or change its revenue model; an agripreneurial initiative must decide how to access markets, involve farmers or manage sustainability constraints; a venture must decide how to respond to weak customer validation or limited resources.

The case should include uncertainty, trade-offs and incomplete information. Multiple answers may be defensible, but students must justify their recommendation using evidence from the case.

Step 3. Prepare guiding questions

Guiding questions should help students analyse the case in a structured way. They may include:

- What is the main problem?
- What evidence is available?
- Which assumptions remain untested?
- Who are the key stakeholders?
- What alternatives are possible?
- What are the risks and trade-offs?
- What would you recommend, and why?

Co-funded by the European Union

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.



The lecturer should avoid too many questions. Three to five well-designed questions are usually sufficient. The opening question should be decision-focused, short and concrete. For example: “What should the entrepreneurial team do next?” or “Which option should the venture pursue, and why?”

Step 4. Organise the class activity

A simple case-based session may follow this sequence:

- students read the case before class and prepare a recommendation;
- the lecturer sets expectations for participation and evidence use;
- the lecturer opens with a decision-focused question;
- students analyse the case individually or in groups;
- groups present their recommendations;
- the lecturer guides the discussion through facts, diagnosis, options and decision;
- the lecturer compares interpretations and connects the case to course concepts;
- students produce a short final output.

The lecturer should prepare a short teaching plan before class. This plan should include the learning goals, opening question, key questions for each phase, discussion timing, planned transitions and final debrief. A simple board plan is also useful to map the discussion visually, prevent argument drift and support final synthesis.

During discussion, participation should be managed according to quality, not quantity. A good contribution moves the class forward, builds on previous arguments, uses evidence from the case and helps clarify the decision. The lecturer may combine cold calls, warm calls and volunteers, invite quieter students, limit dominant speakers and track participation consistently.

Step 5. Produce evidence of learning

At the end of the activity, students should produce a concrete output. Possible outputs include:

- a one-page decision memo;
- a revised business model assumption;
- a stakeholder map;
- a customer insight summary;
- a feasibility assessment;
- a short reflection on lessons learned;
- a final recommendation with rationale.

The output should show whether students can apply entrepreneurial concepts to a real-world situation. The session should close with a clear decision and rationale, based on criteria, evidence and trade-offs. After

Co-funded by the European Union

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.



class, the lecturer should briefly note what worked, what did not, and what should be improved in the teaching plan, timing or guiding questions for the next use of the case.

2.2.2. Digital startup cases

Digital startup cases should be used to help students understand how entrepreneurial ideas are developed, tested and adapted in digital environments. The objective is not simply to present successful technology ventures, but to analyse the decisions, assumptions and constraints that shape digital entrepreneurship.

Lecturers should select cases that allow students to examine issues such as customer validation, digital business models, platform strategies, scalability, technology adoption, data use, user acquisition and revenue generation. A good digital startup case should include a clear entrepreneurial problem, incomplete information and a decision point.

Examples of suitable decision points include:

- whether the startup should pivot to a different customer segment;
- whether the platform should prioritise user growth or revenue generation;
- whether the business model is scalable;
- whether customer validation is strong enough to justify further investment;
- whether technology adoption barriers require a change in the value proposition;
- whether the startup should seek external funding or continue bootstrapping.

When using digital startup cases, lecturers should guide students to distinguish between the attractiveness of the technology and the strength of the entrepreneurial opportunity. Students should not assume that a digital solution is valuable simply because it is innovative. They should be asked to analyse whether the solution addresses a real customer problem, whether users are willing to adopt it, whether the business model is coherent and whether the venture can scale sustainably.

A practical classroom sequence may include:

- identify the digital solution and the customer problem;
- analyse the target users and adoption barriers;
- examine the revenue model and scalability assumptions;
- identify the main risks and untested assumptions;
- compare alternative actions;
- recommend whether to test, pivot, scale, partner or stop.

The expected output may be a short decision memo, a revised value proposition, a list of assumptions to be tested, or a business model update.

2.2.3. Agripreneurship cases

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.



Agripreneurship cases should be used to connect entrepreneurial learning with agricultural value chains, rural innovation, sustainability, food systems, market access and local ecosystem development. These cases are particularly useful because they expose students to entrepreneurial problems that are not only commercial, but also social, environmental and institutional.

Lecturers should select cases that show how entrepreneurial initiatives operate within agricultural or food-related contexts. The case may involve farmers, cooperatives, agritech startups, local communities, suppliers, distributors, public institutions, NGOs, universities or industry partners.

A good agripreneurship case should include a concrete tension, such as:

- limited access to markets;
- low adoption of agricultural technologies;
- weak coordination among value chain actors;
- lack of trust between farmers and external partners;
- sustainability constraints;
- difficulties in scaling a local solution;
- tension between social impact and financial viability;
- problems of pricing, logistics, distribution or quality control.

When facilitating agripreneurship cases, lecturers should encourage students to analyse the entire entrepreneurial context, not only the individual venture. Students should examine who the relevant actors are, what resources are available, what constraints exist, and how value is created and captured across the chain.

A practical classroom sequence may include:

1. identify the entrepreneurial problem in the agricultural context;
2. map the main actors in the value chain or ecosystem;
3. analyse constraints related to resources, markets, technology or institutions;
4. evaluate the sustainability and feasibility of the proposed solution;
5. compare alternative courses of action;
6. recommend a practical course of action.

The expected output may be a stakeholder map, a value chain analysis, a feasibility assessment, a sustainability trade-off analysis, or a short implementation plan.

2.2.4. Case package structure

A case study should be prepared as a complete teaching package, not only as a narrative. The package should allow the lecturer to use the case in a structured, discussable and assessable way.

Co-funded by the European Union

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.



A complete case package should include the following elements.

1. Case narrative

The case narrative is the student-facing text. It should present the entrepreneurial context, the actors involved, the problem, the available information and the decision to be made.

The narrative should include:

- the venture, project or initiative;
- the context in which it operates;
- the main actors;
- the central problem or opportunity;
- the relevant constraints;
- the decision point.

The case should not provide the solution. It should create the conditions for analysis and discussion.

2. Background information

The package should include only the background information needed to analyse the case. This may include market context, customer information, value chain data, technology context, financial constraints, stakeholder information or evidence from early tests.

Students should not be encouraged to solve the case through external research during the session. The discussion should be grounded primarily in the case facts, so that all students work from a shared evidence base.

3. Guiding questions

Guiding questions should move students from description to analysis and recommendation. A useful structure is:

- What is the main problem?
- What evidence is available?
- Which assumptions remain untested?
- Who are the key stakeholders?
- What alternatives are possible?
- What are the main risks and trade-offs?
- What would you recommend, and why?

Co-funded by the European Union

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.



Three to five well-designed questions are usually sufficient. The lecturer should also prepare a backup question in case the discussion does not start effectively.

4. Student task

The lecturer should define what students must produce. Possible outputs include:

- a decision memo;
- a revised value proposition;
- a stakeholder map;
- a feasibility assessment;
- a business model revision;
- a list of assumptions to test;
- a short group presentation.

The task should specify format, timing and expected level of detail. It should also require students to justify their recommendation through criteria, evidence and trade-offs.

5. Teaching note

The teaching note is for the lecturer. It should include:

- learning objectives;
- target students and course level;
- suggested timing;
- opening question;
- key concepts connected to the case;
- expected student responses;
- possible misconceptions;
- discussion sequence;
- board plan;
- participation strategy;
- assessment criteria;
- adaptation notes.

The teaching note should help the lecturer run the case from preparation to wrap-up. It should include what happens before class, in class and after class: setting expectations, preparing the teaching plan, opening the discussion, moving from facts to diagnosis to options to decision, closing with a recommendation, connecting the case to concepts, giving feedback and noting improvements for the next use of the case.

Co-funded by the European Union

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.



6. Learning check

At the end of the activity, students should produce a short learning check. This may be a one-minute paper, a short reflection, a peer review, a revised assumption list or a final recommendation.

The learning check provides evidence that students have moved from reading the case to applying entrepreneurial reasoning. It may also help the lecturer assess participation quality, analysis quality and evidence use.

Operational checklist

Before using the case, the lecturer should verify that:

- the case has a clear decision point;
- the case is linked to a learning objective;
- the information is sufficient but not excessive;
- guiding questions are prepared;
- the opening question is decision-focused;
- the student task is clear;
- the teaching note supports facilitation;
- the board plan helps structure the discussion;
- the activity produces evidence of learning;
- assessment criteria are transparent;
- the case can be adapted to student level, discipline and local context.

2.2.5. Real-world learning

Real-world learning should help students connect case analysis with the complexity of entrepreneurial practice. The aim is not only to understand the case, but to interpret how similar entrepreneurial challenges may emerge in real contexts, where information is incomplete, stakeholders have different interests, resources are limited and decisions have practical consequences. Lecturers should use real-world examples to move students from abstract discussion to contextual interpretation. Students should be encouraged to ask how the entrepreneurial problem would appear in a specific market, community, sector, institution or ecosystem. This is particularly relevant for digital startup and agripreneurship cases, where technological, social, agricultural, financial and institutional conditions strongly influence what entrepreneurs can realistically do.

Step 1. Connect the case to a real context
The lecturer should make explicit the context in which the entrepreneurial problem takes place. This may include:

- the market or sector;

Co-funded by the European Union

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.

- the customer or user group;
- the local ecosystem;
- the institutional environment;
- available resources and infrastructure;
- technological conditions;
- social, environmental or cultural constraints.

The purpose is to help students understand that entrepreneurial decisions are context-dependent. A solution that appears feasible in one setting may require adaptation in another.

Step 2. Identify real actors and constraints

Students should be asked to identify the actors who would influence the entrepreneurial situation in practice. These may include:

- customers or users;
- entrepreneurs or founding teams;
- farmers, cooperatives or local communities;
- suppliers and distributors;
- mentors, investors or incubators;
- universities and research centres;
- public institutions;
- NGOs or development actors;
- industry partners.

For each actor, students should consider interests, resources, constraints and possible influence on the entrepreneurial decision. This helps them understand that real-world entrepreneurship is shaped by networks of actors, not only by the individual entrepreneur.

Step 3. Translate the case problem into an entrepreneurial challenge

The lecturer should guide students to reformulate the case problem as a practical entrepreneurial challenge. For example:

- a weak value proposition becomes a customer validation challenge;
- limited willingness to pay becomes a revenue model challenge;
- low adoption of a digital tool becomes a technology acceptance challenge;
- poor coordination among actors becomes an ecosystem or value chain challenge;
- limited resources become a feasibility and implementation challenge;
- stakeholder resistance becomes a legitimacy or trust-building challenge.

This translation helps students move from description to entrepreneurial reasoning.

Step 4. Use real-world evidence carefully

Students should be encouraged to reason from the evidence available in the case, but also to recognise what additional evidence would be needed in a real situation.

Useful questions include:

- What do we know from the case?

Co-funded by the European Union

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.



- What remains uncertain?
- What assumptions are being made?
- What additional evidence would be needed before acting?
- Who should be consulted?
- What should be tested first?
- Which risks are most relevant in this context?

The lecturer should avoid turning the case discussion into an uncontrolled research exercise. External examples can be useful, but they should support the learning objective and not replace analysis of the case.

Step 5. Define a practical next step

Real-world learning should lead students to formulate a practical and realistic next step. The recommendation should not remain generic. Students should specify what the entrepreneurial team should do, with whom, in what sequence and for what purpose.

Possible next steps include:

- conduct customer interviews;
- test a revised value proposition;
- map key stakeholders;
- contact potential partners;
- validate willingness to pay;
- run a small pilot;
- revise the business model;
- assess feasibility constraints;
- design an implementation plan.

The lecturer should ask students to justify the proposed next step using evidence, assumptions and trade-offs.

Step 6. Produce a real-world learning output

At the end of the activity, students should produce an output that shows their ability to transfer case learning to real entrepreneurial contexts. Possible outputs include:

- a practical action plan;
- a stakeholder map;
- a list of assumptions to test;
- a customer validation plan;
- a feasibility checklist;
- a revised value proposition;
- an implementation roadmap;
- a short reflection on contextual constraints.

The output should demonstrate that students can move from case analysis to practical entrepreneurial interpretation.

Co-funded by the European Union

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.



2.3. Work-Integrated Learning (WIL) Strategies

Work-Integrated Learning connects academic learning with real or realistically simulated work. It is particularly valuable when students are expected to apply entrepreneurial, teamwork and communication skills to an authentic challenge and produce an output that has value beyond the classroom. Effective WIL requires deliberate integration between the academic task and the workplace or simulated-work context; exposure to a workplace alone does not guarantee learning (Billett, 2009). WIL activities can also vary in the extent to which they reproduce professional practice and involve direct interaction with workplaces or practitioners.

As illustrated **in Figure 4.1, different activities can therefore be positioned according to their level of authenticity and proximity to the workplace, ranging from classroom-based role plays and case studies to industry projects, internships and workplace placements.** Clear structure is particularly important, as poorly designed placement or project experiences may limit the development of intended employability skills (Jackson, 2015).

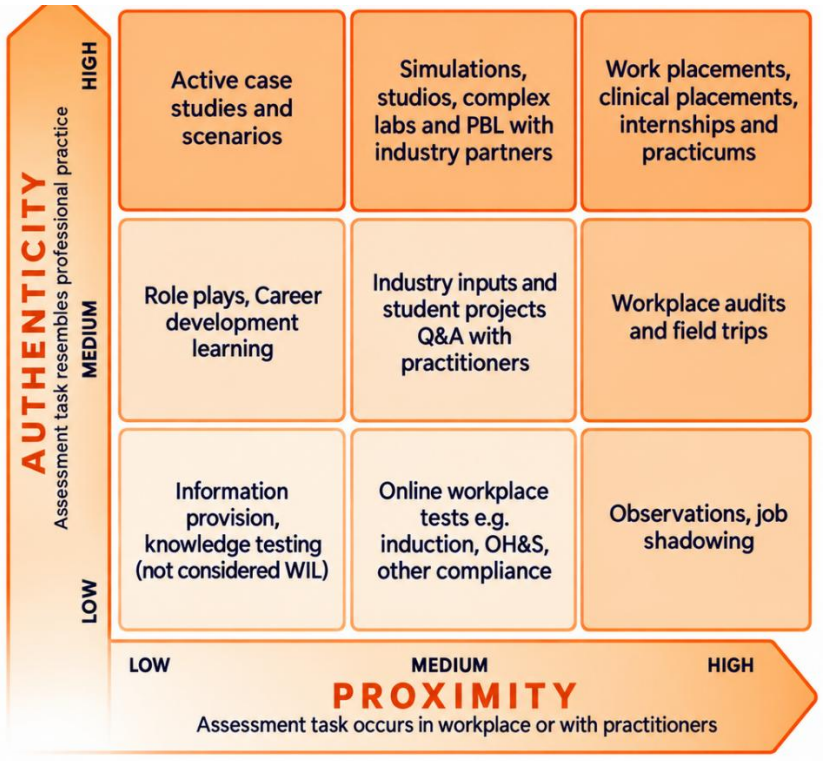


Figure 4.1. Work-Integrated Learning Activities by Level of Authenticity and Proximity to Professional Practice (adapted from Kaider, Hains-Wesson & Young, 2017, as presented by Southern Cross University).

The WIL training pack proposes three scalable formats: an industry or organisation challenge, a simulated-client project, and a micro-internship or task sprint. Across all three, teams work from a clear brief, identify stakeholders and constraints, define roles and milestones, receive at least one checkpoint of feedback,

Co-funded by the European Union

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.

produce a partner-facing deliverable and complete a short reflection. Minimum evidence can include a one-page WIL Project Plan, checkpoint notes, the final deliverable, partner or reviewer feedback, and an individual reflection linking learning claims to evidence (AFJ Project Consortium, 2026d; see Appendix E.4).

Table 2.1. Scalable WIL implementation formats.

Format	Best suited to	Typical duration	Core evidence
Industry/organisation challenge	A partner can provide a real brief and attend at least two touchpoints.	3–8 weeks	Project plan, checkpoint feedback, partner-facing output, reflection.
Simulated client	External partner access is limited; the lecturer can act as client.	2–6 weeks	Case brief response, checkpoint notes, final output, reflection.
Micro-internship / task sprint	Time is limited and the partner can provide a bounded task.	1–2 weeks or 5–20 hours/team	Task output, short partner feedback and final reflection.

2.4. Local Adaptation of Teaching Tools

Local adaptation should preserve the intended learning outcome while changing the context, complexity and support required for successful participation. Before delivery, lecturers should review each tool against six practical dimensions: language level; familiarity of examples; availability of data, technology and external partners; class size and time; equity and accessibility requirements; and the amount of scaffolding needed by students. Adaptation may involve replacing an unfamiliar startup example with a local enterprise, reducing the amount of data in a case, providing terminology in more than one language, using paper templates instead of digital platforms, or replacing an external partner with a simulated client when access is limited.

Adaptation should not reduce experiential tools to passive explanation. The essential learning cycle—task, decision or production, feedback, reflection and revision—should remain intact. Lecturers should also distinguish between adaptations made for contextual relevance and adaptations made for access. The latter can include alternative participation formats, accessible documents, additional preparation time, clearer role instructions and multiple ways to demonstrate learning. A short adaptation record can be retained with the lesson plan to document what was changed, why it was changed and whether the modification should be retained in future delivery.

Co-funded by the European Union

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.



3. Part C - Curriculum Integration, Quality Assurance and Evidence

This section explains how lecturers can use the materials developed in the AFJ workshops as practical teaching resources. The materials are not intended as fixed models, but as flexible tools that can be selected, adapted and combined according to course objectives, student level and disciplinary context.
The resources support both entrepreneurial learning and work-integrated learning. They include tools for role-playing, case studies, pitching, sector-specific application, mentorship, applied projects, partnerships and real-world learning activities.
Lecturers should use the materials through four basic steps:

1. identify the learning objective;
2. select the most appropriate tool;
3. adapt it to the course, discipline and local context;
4. define the student output and assessment criteria.

Each activity should produce visible evidence of learning, such as a decision memo, stakeholder map, revised value proposition, pitch deck, feasibility assessment, project brief or reflection note.
The purpose of this section is therefore to help lecturers move from workshop materials to classroom implementation. The expected result is a set of teaching resources that are operational, adaptable and ready to be reused within courses or shared through the project repository.

3.1. Tool-to-Objective Mapping

Tool-to-objective mapping ensures that experiential activities are selected because they support a defined learning outcome, not simply because they are engaging. For each tool, the lecturer should be able to identify the intended capability, the student task, the expected output and the evidence that will demonstrate learning. This also makes the tools easier to integrate into existing curricula and supports consistent evaluation across national workshops.

Table 3.1 Mapping of core experiential tools to learning objectives and evidence.

Teaching tool	Primary learning objective	Student output	Assessment / evidence
Role-play	Apply stakeholder awareness, communication and decision-making in a realistic interaction.	Negotiated decision, role notes and/or reflection.	Observation checklist, decision rationale and reflective note.
Case study	Analyse an entrepreneurial problem using evidence and compare alternative actions.	Decision memo, group recommendation or annotated analysis.	Quality of reasoning, evidence use and justification of the recommendation.

Co-funded by the European Union

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.



Pitch story structure	Organise an entrepreneurial proposition into a clear audience-focused narrative.	One-page pitch outline.	Clarity of problem, target audience, solution, value proposition and ask.
Pitch practice / simulation	Communicate a proposition concisely, respond to questions and improve through feedback.	1–3 minute pitch, feedback form and improvement list.	Rubric covering structure, clarity, evidence, delivery and response to feedback.
Work-Integrated Learning project	Apply course knowledge and entrepreneurial skills to a real or realistic work challenge.	Project plan, partner-facing deliverable and reflection.	Deliverable quality, evidence/validation, execution, partner feedback and reflection.

The pitch-related tools are supported by the Pitching & Storytelling module and Startup Pitch Simulation materials, while the WIL mapping is supported by the WIL Strategies pack (AFJ Project Consortium, 2026b, 2026c, 2026d; see Appendices E.2–E.4). For implementation and quality assurance, facilitators should retain at least one anonymised example of the expected output for each tool used, together with the relevant rubric, feedback form or observation record. This creates a direct link between learning outcomes, classroom activity, assessment and the evidence required for evaluation and reporting.

3.2 Tool-to-objective mapping

Before using the teaching resources, lecturers should identify the learning objective they want to address. The choice of the tool should follow the objective, not the opposite. Each resource should be used because it helps students develop a specific entrepreneurial competence and produce a clear learning output.

A simple mapping process can be followed:

1. **Define the learning objective**
   Clarify what students should be able to do at the end of the activity.
2. **Select the appropriate tool**
   Choose the most suitable resource: role-playing, case study, pitch simulation, WIL activity, mentorship activity or sector-specific exercise.
3. **Identify the entrepreneurial skill**
   Specify the main competence addressed, such as customer discovery, opportunity recognition, stakeholder engagement, feasibility assessment, entrepreneurial communication or real-world problem-solving.

Co-funded by the European Union

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.



4. **Define the student output**
   Decide what students must produce, such as a decision memo, stakeholder map, revised value proposition, pitch deck, feasibility assessment, project brief or reflection note.
5. **Align assessment criteria**
   Ensure that evaluation criteria reflect the objective of the activity and the expected output.

A basic mapping grid may be used as follows:

Learning objective	Teaching tool	Entrepreneurial skill	Student output	Assessment focus
Analyse an entrepreneurial problem	Case study	Evidence-based reasoning	Decision memo	Problem diagnosis, use of evidence, quality of recommendation
Practise stakeholder interaction	Role-playing	Communication and negotiation	Role-play reflection	Interaction quality, use of information, response to uncertainty
Communicate a business idea	Pitch simulation	Entrepreneurial communication	Pitch deck	Clarity, coherence, feasibility, response to questions
Apply learning to a real context	WIL activity	Real-world problem-solving	Project brief or consulting report	Practical relevance, feasibility, stakeholder value
Adapt learning to a sector	Sector clinic	Contextual application	Sector-specific action plan	Relevance to discipline, contextual awareness, implementation logic

3.3. Adaptation Loop and Community of Practice

Before inclusion in the final resource set, each tool should be reviewed and, where possible, piloted in a partner institution. The national workshops allow lecturers and students to test the clarity of instructions, feasibility of timing, local relevance, equitable participation and validity of the expected evidence. Where businesses, mentors or communities are involved, the relevant external partner should also confirm realism and feasibility.

A short LOOP review is sufficient: confirm the Learning objective; check its Operationalisation through the tool; examine the Outcome as evidence; and define a Performance adjustment. Feedback should lead to a documented revision, not merely a satisfaction score. The record should identify the version tested, feedback received, changes made and approval date, thereby supporting Task T2.6.

Annex F provides a common template for completing the LOOP review, recording local validation evidence, and documenting the revisions and final approval of each resource.

Co-funded by the European Union

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.



Project Number: **AFJ - 101237038**

Repository-ready outputs

The teaching resources developed through these guidelines are organised as repository-ready outputs. This means that the materials are prepared in a format that can be shared, reused and adapted by lecturers and partner institutions. The repository-ready package includes the main tools developed in the previous sections: role-playing facilitation materials, case-study teaching materials, pitch simulation and business idea competition rubrics, WIL project and mentorship templates, and the tool-to-objective mapping grid. These resources correspond to the annexes of the document and are intended to support direct classroom implementation and future adaptation across courses and institutions. Each resource is structured to include the essential information needed for use: learning objective, target competence, student task, facilitation guidance, expected output, assessment criteria and adaptation notes. This common structure helps lecturers understand not only what the activity is, but also how it can be integrated into a course and how student learning can be documented.

Co-funded by the European Union

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.



Project Number: **AFJ - 101237038**

4. Annexes and References

Annex A – Role-playing facilitation template

This template supports lecturers in designing, facilitating and assessing role-playing exercises in entrepreneurship education. It can be adapted to different courses, disciplines, student levels and institutional contexts.

Field	To be completed by the lecturer
Title of the role-playing exercise	
Course / module	
Target students	[Undergraduate / postgraduate / executive / mixed group]
Estimated duration and number of students	

1. Learning purpose

Define the pedagogical purpose before designing the scenario, assigning roles or selecting assessment tools. The role-play should be linked to observable entrepreneurial competences and evidence of learning.

Targeted competence	Select and specify
Entrepreneurial decision-making	[ ] Notes:
Negotiation	[ ] Notes:
Communication	[ ] Notes:
Customer discovery	[ ] Notes:
Stakeholder engagement	[ ] Notes:
Problem-solving	[ ] Notes:
Team coordination	[ ] Notes:
Adaptation under uncertainty	[ ] Notes:

Co-funded by the European Union

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.



Other	[ ] Notes:

Operational learning-purpose statement

The purpose of this role-playing exercise is to enable students to [perform a specific entrepreneurial action] in order to develop their ability to [target competence], by engaging with [type of entrepreneurial situation], and producing evidence of learning through [observable output or reflection].
Customised statement:

2. Scenario brief

Summarise the simulated entrepreneurial situation. The brief should be concise, realistic and focused on the central tension students must address.

Element	**Description**
Entrepreneurial context	Describe the venture, project, market, customer group or institutional setting.
Central tension or dilemma	Identify the main problem, uncertainty or conflict that makes the interaction meaningful.
Situation to be simulated	Customer discovery interview / investor negotiation / stakeholder meeting / sales conversation / team decision-making exercise / other.
Information available to all participants	List the basic information shared by all students before the simulation.
Role-specific information	Identify confidential or differentiated information provided only to specific roles.

Co-funded by the European Union

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.



Expected output	Revised value proposition / customer insight summary / negotiation summary / stakeholder map / decision memo / assumptions list / reflective note.
Adaptation notes	Specify adaptations for discipline, student level or local context.

3. Roles

Prepare one role brief for each actor. Each role should have a clear objective, relevant information, constraints and decision power. Duplicate the table if more roles are required.
Role 1 - [Insert role name]

Field	**Role-specific information**
Position in the scenario	
Objective	What does this actor want to obtain?
Available information	What does this actor know?
Private information	What does this actor know that others do not know?
Main concerns or constraints	Risk, cost, trust, feasibility, reputation, social impact, time pressure, etc.
Decision power	What can this actor accept, reject, negotiate or influence?

Role 2 - [Insert role name]

Field	**Role-specific information**
Position in the scenario	
Objective	What does this actor want to obtain?
Available information	What does this actor know?
Private information	What does this actor know that others do not know?

Co-funded by the European Union

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.



Main concerns or constraints	Risk, cost, trust, feasibility, reputation, social impact, time pressure, etc.
Decision power	What can this actor accept, reject, negotiate or influence?

Role 3 - [Insert role name]

Field	**Role-specific information**
Position in the scenario	
Objective	What does this actor want to obtain?
Available information	What does this actor know?
Private information	What does this actor know that others do not know?
Main concerns or constraints	Risk, cost, trust, feasibility, reputation, social impact, time pressure, etc.
Decision power	What can this actor accept, reject, negotiate or influence?

4. Facilitation flow

Use the following sequence to organise the activity. Adjust timings according to class size and level of complexity.

Phase	**Activity**	**Suggested time**
1. Introduction	Present the learning purpose and explain why the role-play is being used.	[ ] minutes
2. Scenario presentation	Introduce the entrepreneurial context, central tension and expected output.	[ ] minutes
3. Role distribution	Assign roles and distribute role briefs.	[ ] minutes
4. Preparation	Students read their role, clarify objectives and prepare their strategy.	[ ] minutes
5. Simulation	Students perform the role-play.	[ ] minutes

Co-funded by the European Union

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.



6. Output preparation	Students produce the agreed output.	[ ] minutes
7. Debriefing	Guide reflection on what happened, why it happened and what can be learned.	[ ] minutes

5. Rules for students

Remain within the assigned role during the simulation.
Do not reveal private information unless strategically appropriate.
Use evidence and reasoning, not only personal opinions.
Respect speaking time and allow others to participate.
Keep the interaction focused on the entrepreneurial problem.
Produce the expected output within the assigned time.

6. Observer task

Students not directly involved in the role-play should act as observers and focus on specific evidence of learning.

Observation focus	**Notes**
Communication clarity; quality of questions; ability to listen; use of evidence; negotiation strategy; response to uncertainty; management of disagreement; stakeholder engagement; teamwork; adaptation to feedback.	

7. Pause points

Pause points are short interruptions used only when they help students make their reasoning visible. Use them sparingly.
What is happening in the interaction?
What assumptions are guiding your behaviour?
What information is still missing?
What strategy are you using?
How is the other actor responding?
What alternative action could you take?

8. Debriefing questions

Co-funded by the European Union

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.



The debriefing should move from description to analysis and transfer.

Phase	Questions
Descriptive reconstruction	What happened during the simulation? What decisions were made? What information was used? Which issues created tension? What was the outcome?
Analytical reflection	What assumptions guided the decisions? Which assumptions were confirmed or challenged? How did actors interpret the situation? Which strategies and trade-offs emerged?
Transferable learning	What would you do differently? What did the simulation reveal about entrepreneurial decision-making? How can this learning inform a business idea or project?

9. Assessment criteria

Select the criteria most relevant to the learning purpose. The assessment may be formative, summative, or both.

Criterion	Evidence to observe
Understanding of the entrepreneurial situation	Student identifies the main problem, actors and constraints.
Use of information	Student uses available evidence and does not rely only on opinion.
Communication	Student communicates clearly and adapts the message to the interlocutor.
Questioning and listening	Student asks relevant questions and responds to answers.
Negotiation or interaction strategy	Student manages interests, objections and trade-offs.
Decision-making	Student makes reasoned decisions under uncertainty.
Adaptation	Student responds constructively to new information or feedback.
Reflection	Student identifies lessons learned and areas for improvement.

10. Final student output

Co-funded by the European Union

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.



Field	Instructions
Selected output	[Insert selected output]
Required format	[One-page memo / short presentation / reflection note / map / summary / other]
Deadline	[Insert deadline]
Additional instructions	[Insert instructions]

11. Lecturer post-activity notes

Reflection item	Notes for future improvement
What worked well	
What was unclear or difficult for students	
What should be changed in the scenario, roles or timing	
What should be improved in the debriefing or assessment	

12. Checklist before implementation

[ ] the learning purpose is clearly defined;
[ ] the entrepreneurial competence is explicit;
[ ] the scenario includes a meaningful tension;
[ ] all roles have clear objectives and information;
[ ] common and private information are clearly separated;
[ ] timing is realistic;
[ ] rules are explicit;
[ ] the expected output is defined;
[ ] observer tasks are prepared, if needed;
[ ] debriefing questions are ready;
[ ] assessment criteria are aligned with the learning purpose;
[ ] the activity can be adapted to the course level and disciplinary context.

Co-funded by the European Union

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.



Project Number: **AFJ - 101237038**

Annex B – Case-study teaching template

This template supports lecturers in preparing, facilitating and assessing case-study sessions. It is designed for case classes that are guided discussions around a real or realistic decision under uncertainty, where students use case evidence, compare alternatives and justify a recommendation.

1. General information

Case title	[Insert title]
Course / module	[Insert course or module name]
Target students	[Undergraduate / postgraduate / executive / mixed group]
Disciplinary area	[Business / management / marketing / accounting / agriculture / other]
Case type	[Digital startup / agripreneurship / social venture / other]
Session format	[Short discussion / seminar / group work / project-based session / competition preparation]
Estimated duration	[Insert total time]

2. Learning objectives and case rationale

Main learning objective: [Insert the primary learning objective]
Why this case is appropriate: [Explain why this case supports the intended learning outcome]
Concepts connected to the case: [e.g., opportunity recognition, customer validation, feasibility, stakeholder engagement, scalability, value chains, sustainability]
Students should be able to:
[ ] identify the central entrepreneurial problem;
[ ] analyse the available evidence;
[ ] compare alternative courses of action;
[ ] justify a recommendation using criteria, evidence and trade-offs;
[ ] connect the case to relevant course concepts.

3. Faculty–student contract

Use this section to clarify expectations before class. A strong case discussion requires preparation, evidence-based contributions and fair participation.

Co-funded by the European Union

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.



Lecturer commits to	Students commit to
A structured discussion flow	Prepare the case before class
Fair opportunities to participate	Use evidence from the case
Transparent evaluation criteria	Build on, challenge or synthesize others' arguments
A safe environment for disagreement	Respect turn-taking and time

4. Case narrative and background information

Case narrative: [Summarise the student-facing case story]
Entrepreneurial context: [Describe the venture, initiative, market, community or institutional setting]
Main actors: [List founders, customers, users, investors, farmers, partners, institutions, community actors, etc.]
Available evidence: [List facts, data, interviews, early results, constraints or exhibits included in the case]
Information boundaries: [Specify whether students should use only case facts or may use external information]

5. Decision point

The case should contain an unresolved issue. Students should not only describe what happened; they should decide what should be done.
Central decision question: [What should the protagonist/team do next?]
Stakes and constraints: [Time pressure, limited resources, stakeholder expectations, funding constraints, adoption barriers, sustainability issues, etc.]
Alternative options: [List the main options available to the protagonist/team]

6. Guiding questions

Use a small number of questions to move students from facts to diagnosis, options and decision.

Discussion phase	Guiding question	Purpose
Facts	What do we know from the case?	Establish shared evidence

Co-funded by the European Union

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.



Diagnosis	What is really going on?	Identify the central problem
Options	What could the protagonist/team do?	Compare alternatives
Decision	What should be done, and why?	Commit to a recommendation
Transfer	What broader lesson can be drawn?	Connect to course concepts

7. Teaching plan

Prepare the case session before class. Include 2–3 learning goals, an opening question, a discussion arc with timestamps, planned transitions, closing and debrief.

Phase	**Lecturer action**	**Student activity**	**Suggested time**
Opening	Open with a short decision-focused question	State initial recommendation	[X min]
Facts	Ask what is known from the case	Identify relevant evidence	[X min]
Diagnosis	Surface assumptions and underlying problem	Interpret the situation	[X min]
Options	Compare possible actions and trade-offs	Develop alternatives	[X min]
Decision	Drive to commitment	Justify recommendation	[X min]
Debrief	Connect to concepts and portable lessons	Reflect on learning	[X min]

8. Opening question

The opening question should force a decision, make the stakes concrete and avoid multi-part wording.
Opening format: [Cold call / warm call / open call]
Primary opening question: [Insert decision-focused question]
Backup question: [Insert simpler fallback question]

9. Board plan

Co-funded by the European Union

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.



Project Number: **AFJ - 101237038**

A board plan turns discussion into structure, creates shared memory for the room, prevents argument drift and supports synthesis.

Facts	Diagnosis	Options	Decision + rationale
[Space for notes]	[Space for notes]	[Space for notes]	[Space for notes]

10. Participation management

Assess participation by learning value to the room, not by quantity of speech.
[ ] Use evidence from the case, not opinions only.
[ ] Encourage students to build on, challenge or synthesize previous arguments.
[ ] Mix cold calls, warm calls and volunteers.
[ ] Invite quieter voices and limit dominant speakers when needed.
[ ] Track participation consistently for fairness.

11. Student task and output

Student task: [Describe what students must do individually or in groups]
Required output: [Decision memo / revised value proposition / stakeholder map / feasibility assessment / group presentation / reflection note / other]
Format and length: [e.g., one page, 5-minute presentation, 3-slide recommendation, short reflection]
Submission deadline: [Insert deadline]

12. Assessment and feedback

Criterion	Evidence to observe	Notes
Problem diagnosis	Identifies the real issue, not only surface symptoms	
Use of evidence	Grounds claims in case facts	
Quality of reasoning	Compares alternatives and trade-offs	
Recommendation	Makes a clear decision with rationale	
Participation	Contributes to peer learning	
Conceptual connection	Links case discussion to course frameworks	

13. Closing and debriefing

Co-funded by the European Union

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.



Close with commitment: ask students to choose one option and justify it through criteria, evidence and trade-offs. Then debrief by connecting the case to course concepts and extracting a portable lesson.
Final decision: [What option did the class/team select?]
Rationale: [What evidence, criteria and trade-offs support the decision?]
Conceptual connection: [Which course concept/framework does the case illustrate?]
Portable lesson: [If students see X in future situations, they should consider Y]

14. Lecturer's post-class improvement notes

Immediately after the session, record short improvement notes for the next run.
What worked well: [Insert notes]
What did not work: [Insert notes]
Which questions or timings should be adjusted: [Insert notes]
How should the board plan be refined: [Insert notes]
What rescue questions should be added: [Insert notes]

15. Checklist before implementation

[ ] The case has a clear decision point.
[ ] The learning objectives are explicit and limited to 2–3 goals.
[ ] Students know how to prepare before class.
[ ] The opening question is decision-focused.
[ ] Guiding questions move from facts to diagnosis, options and decision.
[ ] The board plan is prepared.
[ ] Participation expectations and criteria are transparent.
[ ] The student output is clearly defined.
[ ] Assessment criteria are aligned with the learning objectives.
[ ] Closing, debriefing and post-class improvement notes are planned.

Annex E – Tool-to-objective Mapping Grid

This annex maps the main teaching tools to learning objectives, teaching resources, entrepreneurial competences, student outputs and assessment criteria. The purpose is to help lecturers understand how the materials developed in the AFJ workshops can be transferred into course design, classroom activities and repository-ready teaching resources.

Co-funded by the European Union

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.



Project Number: **AFJ - 101237038**

Workshop module / activity	Learning objective	Teaching resource	Entrepreneurial competence	Expected student output	Assessment focus
M1 – Entrepreneurial mindset	Help students recognise entrepreneurial attitudes, behaviours and ways of thinking	Short reflective activity / case discussion	Entrepreneurial mindset, initiative, opportunity orientation	Reflection note on entrepreneurial mindset	Ability to identify entrepreneurial behaviours and connect them to practice
M2 – Idea → opportunity	Help students distinguish an idea from a viable entrepreneurial opportunity	Case study / opportunity assessment worksheet	Opportunity recognition and evaluation	Opportunity assessment note	Clarity of opportunity, problem-solution fit, evidence of relevance
M3 – Customer discovery & validation	Help students test assumptions about customers and user needs	Role-playing / customer discovery exercise	Customer validation, questioning, evidence gathering	Customer insight summary or revised value proposition	Quality of questions, use of evidence, ability to revise assumptions
M4 – Feasibility analysis	Help students assess whether an entrepreneurial idea can realistically be implemented	Feasibility checklist / case-based analysis	Feasibility assessment, resource analysis, risk awareness	Feasibility assessment	Identification of constraints, risks, resources and implementation conditions
M5 – Business model & strategy	Help students connect value creation, value delivery and value capture	Business model canvas / case discussion	Business model reasoning and strategic thinking	Business model canvas or strategy note	Coherence of business model, strategic logic, feasibility of assumptions
M6 – Ecosystems & partnerships	Help students analyse the actors and relationships that support entrepreneurial activity	Stakeholder map / ecosystem mapping activity	Ecosystem thinking and partnership development	Ecosystem or stakeholder map	Identification of actors, relationships, resources and partnership opportunities

Co-funded by the European Union

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.



Project Number: **AFJ - 101237038**

Workshop module / activity	Learning objective	Teaching resource	Entrepreneurial competence	Expected student output	Assessment focus
M7 – Team, leadership & execution	Help students understand how entrepreneurial teams organise roles, responsibilities and execution	Team role exercise / project planning activity	Teamwork, leadership, execution planning	Team execution plan	Clarity of roles, task allocation, coordination and implementation logic
M8 – Finance & investor readiness: Business plan	Help students connect financial assumptions with business planning	Business plan template / financial feasibility exercise	Financial reasoning and investor readiness	Business plan section or financial assumptions note	Coherence of financial assumptions, feasibility and clarity of business logic
M8 – Finance & investor readiness: Investors	Help students understand what investors evaluate in entrepreneurial projects	Investor-readiness checklist / pitch Q&A simulation	Investor communication, funding readiness	Investor-readiness summary	Quality of answers, clarity of funding needs, awareness of investor expectations
M9 – Pitching & storytelling	Help students communicate an entrepreneurial idea clearly and persuasively	Pitch simulation / pitch deck template	Entrepreneurial communication and storytelling	Pitch deck or short pitch	Clarity, coherence, value proposition, feasibility and response to questions
M10A – Sector clinic: Agriculture	Help students adapt entrepreneurial learning to agricultural contexts	Agripreneurship case / value chain exercise	Contextual application, sustainability, value-chain thinking	Agriculture-focused action plan or value-chain map	Relevance to agricultural context, feasibility, sustainability and stakeholder awareness
M10B – Sector clinic: Accounting	Help students apply entrepreneurial	Accounting clinic / financial	Financial analysis, cost reasoning, investor readiness	Accounting or financial note	Accuracy of assumptions, cost logic,

Co-funded by the European Union

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.



Workshop module / activity	Learning objective	Teaching resource	Entrepreneurial competence	Expected student output	Assessment focus
	learning to accounting and financial decision-making	assumptions exercise			financial feasibility and decision relevance
M10C – Sector clinic: Marketing	Help students apply entrepreneurial learning to customer, market and communication problems	Marketing clinic / customer validation activity	Market analysis, segmentation, value proposition	Customer profile, validation plan or marketing action plan	Customer focus, evidence of market understanding, coherence of positioning
M11 – Case studies + Role Play	Help students practise case-based reasoning and simulated entrepreneurial interaction	Case-study teaching package / role-playing template	Evidence-based reasoning, communication, decision-making under uncertainty	Decision memo, role-play reflection or stakeholder summary	Use of evidence, quality of reasoning, interaction quality and reflection
Entrepreneurial education session	Help lecturers connect entrepreneurial learning tools with teaching practice	Teaching design activity / course redesign exercise	Pedagogical design for entrepreneurship education	Redesigned teaching activity	Alignment between objective, method, student task and assessment
Placement	Help connect entrepreneurial learning with employability and practical experience	Placement preparation activity / reflection tool	Employability, professional readiness, workplace awareness	Placement preparation note or career action plan	Clarity of goals, awareness of workplace expectations and learning transfer
JEVIS – student-run Junior Enterprise	Help students understand experiential learning through student-led consulting and	Example-based discussion / student enterprise case	Applied entrepreneurship, consulting, teamwork	Reflection on student enterprise model	Ability to connect student-led experience with entrepreneurial learning

Co-funded by the European Union

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.



Project Number: **AFJ - 101237038**

Workshop module / activity	Learning objective	Teaching resource	Entrepreneurial competence	Expected student output	Assessment focus
	enterprise activities				

Use of the mapping grid

This mapping grid can be used by lecturers when selecting which AFJ material to integrate into a course. The lecturer should begin from the learning objective, identify the corresponding workshop material, adapt the activity to the disciplinary area and define the expected student output. The grid also supports repository preparation. Each row can be transformed into a teaching resource by attaching the relevant template, instructions, student task, facilitation notes and assessment criteria. In this way, the workshop materials become structured teaching resources that can be reused, adapted and shared across partner institutions.

Annex F – Validation and repository readiness template

Use this template after a teaching resource has been adapted or piloted and before it is uploaded to the AFJ project repository. Complete Parts A–C during local validation and Part D as the final publication check. Retain the completed form as evidence of review and improvement under Tasks T2.5 and T2.6.

Part A Resource identification

Resource title and code	[Enter title and internal code]
Author and institution	[Enter author(s) and partner institution]
Resource type	☐ Role-play ☐ Case study ☐ Pitch simulation ☐ WIL activity ☐ Other: _____
Discipline and level	[Business management / Accounting / Marketing / Agriculture / Other; course and level]
Learning outcome	Students will be able to [observable action] by [expected performance].
Target group and mode	[Student profile, group size; in-person / online / blended]
Version, date and language	[Version number; date; language(s)]

Co-funded by the European Union

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.



Project Number: **AFJ - 101237038**

Part B LOOP validation review

For each element, select a decision and record the evidence or change required.

LOOP element and validation question	**Decision**	**Evidence and required change**
Learning objective Is the expected student performance clear, observable and aligned with WP2?	☐ Accept ☐ Revise ☐ N/A	[Record evidence, issue and action]
Operationalisation Does the selected tool allow students to practise that performance through an applied activity?	☐ Accept ☐ Revise ☐ N/A	[Record evidence, issue and action]
Outcome Does the output or observed performance provide valid, assessable evidence of learning?	☐ Accept ☐ Revise ☐ N/A	[Record evidence, issue and action]
Performance adjustment What should be retained or changed before the resource is used again?	☐ Accept ☐ Revise ☐ N/A	[Record evidence, issue and action]

Co-funded by the European Union

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.



Project Number: **AFJ - 101237038**

Part C Local validation record

Validation setting	[Institution, course or national workshop; date and location]
Validation method	☐ Document review ☐ Peer review ☐ Classroom pilot ☐ Workshop test ☐ Other: _____
Participants	Lecturers: ____ Students: ____ External stakeholders: ____
Main feedback	[Summarise points concerning clarity, timing, relevance, participation and assessment validity]
Changes introduced	[List the revisions made and identify any issue still open]
Evidence retained	☐ Feedback forms ☐ Student outputs ☐ Observation notes ☐ Attendance record ☐ Version log
Approval	Name and role: _____ Date: _____ Signature/confirmation: _____

Part D Repository readiness checklist

☐ The title, target group, learning outcome, duration, group size, prerequisites and materials are stated.
☐ Facilitator instructions and student-facing tasks are clear and distinguishable.
☐ The expected output and assessment criteria are explicit and aligned with the learning outcome.
☐ Local adaptation, accessibility, language and digital requirements are identified.
☐ An editable source file and, where useful, an accessible PDF are provided.
☐ The file name, version number and date are consistent across all files.
☐ Authorship, licence and the sources and permissions for third-party material are stated.
☐ Links have been tested and personal, confidential or commercially sensitive information has been removed.

Final decision: ☐ Ready to upload ☐ Ready after listed changes ☐ Not ready

Repository file name or path	[Enter final file name or repository location]
Final check	Checked by: _____ Role: _____ Date: _____

Co-funded by the European Union

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.



Project Number: **AFJ - 101237038**

Appendix E - Supporting Teaching Materials Referenced in Chapters 3-4

E.1. Module 7 - Team, Leadership & Execution

The module combines conceptual input on role clarity, collaboration, leadership and execution with two practical activities: the Team Charter & Roles Exercise and the Execution Sprint Planning Exercise. The first supports team formation by formalising purpose, responsibilities, communication and decision rules; the second converts a project objective into tasks, responsibilities, milestones, deliverables and risks. The presentation and activity sheets are intended to be used together as a facilitated module.

E.2. Module 9 - Pitching & Storytelling

The module introduces pitching as an entrepreneurial communication skill and structures the learning sequence around story logic, audience, value proposition and concise delivery. The accompanying Pitch Story Structure Exercise and Pitch Practice & Feedback Exercise provide templates and facilitation steps for preparing a pitch, delivering it under a time constraint, receiving structured feedback and revising the next version.

E.3. Lab 3 - Startup Pitch Simulations

The lab extends the pitching module into a simulation environment. It includes alternative formats for an elevator pitch, an investor-panel pitch with questions and answers, and a pressure Q&A extension. It also provides example timing plans, evaluation criteria, a question bank and a debrief sequence so that the simulation can be scaled to different class sizes and available time.

E.4. Lab 4 - Work-Integrated Learning (WIL) Strategies

The WIL pack provides a practical framework for designing projects in real or realistic work contexts. It defines learning outcomes, minimum team outputs, stakeholder roles, three implementation formats, short- and standard-cycle timing plans, evaluation criteria and reflection questions. The material is designed to support implementation even when external-partner availability is limited by allowing the use of simulated-client or bounded task-sprint formats.

Co-funded by the European Union

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.



References

Andersen, E., & Schiano, B. (2014). Teaching with cases: A practical guide. Harvard Business School Publishing.

Baehr, E., & Loomis, E. (2015). Get backed: Craft your story, build the perfect pitch deck, and launch the venture of your dreams. Harvard Business Review Press.

Barnes, L. B., Christensen, C. R., & Hansen, A. J. (1994). Teaching and the case method: Text, cases, and readings (3rd ed.). Harvard Business School Press.

Bruner, R. F. (2003). Socrates' muse: Reflections on effective case discussion leadership (4th rev. ed.). McGraw-Hill/Irwin.

Chernikova, O., Heitzmann, N., Stadler, M., Holzberger, D., Seidel, T., & Fischer, F. (2020). Simulation-based learning in higher education: A meta-analysis. Review of Educational Research, 90(4), 499–541. https://doi.org/10.3102/0034654320933544

Christensen, C. R., Garvin, D. A., & Sweet, A. (Eds.). (1991). Education for judgment: The artistry of discussion leadership. Harvard Business School Press.

Duarte, N. (2012). HBR guide to persuasive presentations. Harvard Business Review Press.

Ellet, W. (2018). The case study handbook: A student's guide (Rev. ed.). Harvard Business Review Press.

Fayolle, A., & Gailly, B. (2008). From craft to science: Teaching models and learning processes in entrepreneurship education. Journal of European Industrial Training, 32(7), 569–593. https://doi.org/10.1108/03090590810899838

Feld, B., & Mendelson, J. (2019). Venture deals: Be smarter than your lawyer and venture capitalist (4th ed.). John Wiley & Sons.

Garvin, D. A. (2007). Teaching executives and teaching MBAs: Reflections on the case method. Academy of Management Learning & Education, 6(3), 364–374. https://doi.org/10.5465/amle.2007.26361626

Honig, B. (2004). Entrepreneurship education: Toward a model of contingency-based business planning. Academy of Management Learning & Education, 3(3), 258–273. https://doi.org/10.5465/AMLE.2004.14242112

Kawasaki, G. (2015). The art of the start 2.0: The time-tested, battle-hardened guide for anyone starting anything. Portfolio/Penguin.

Klaff, O. (2011). Pitch anything: An innovative method for presenting, persuading, and winning the deal. McGraw Hill.

Kolb, D. A. (1984). Experiential learning: Experience as the source of learning and development. Prentice-Hall.

McElwee, G. (2006). Farmers as entrepreneurs: Developing competitive skills. Journal of Developmental Entrepreneurship, 11(3), 187–206. https://doi.org/10.1142/S1084946706000398

Nambisan, S. (2017). Digital entrepreneurship: Toward a digital technology perspective of entrepreneurship. Entrepreneurship Theory and Practice, 41(6), 1029–1055. https://doi.org/10.1111/etap.12254

Neck, H. M., & Greene, P. G. (2011). Entrepreneurship education: Known worlds and new frontiers. Journal of Small Business Management, 49(1), 55–70. https://doi.org/10.1111/j.1540-627X.2010.00314.x

Pittaway, L., & Cope, J. (2007). Entrepreneurship education: A systematic review of the evidence. International Small Business Journal, 25(5), 479–510. https://doi.org/10.1177/0266242607080656

Co-funded by the European Union

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.



Sarasvathy, S. D. (2001). Causation and effectuation: Toward a theoretical shift from economic inevitability to entrepreneurial contingency. Academy of Management Review, 26(2), 243–263. https://doi.org/10.5465/amr.2001.4378020

Co-funded by the European Union

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.



Project training materials

AFJ Project Consortium. (2026a). Module 7: Team, Leadership & Execution [Training module: PowerPoint presentation and teaching activities]. WP2 Training Course, AFJ - Addressing Future Jobs through Entrepreneurial Skills Development and Work-Integrated Learning, Project No. 101237038.

AFJ Project Consortium. (2026b). Module 9: Pitching & Storytelling [Training module: PowerPoint presentation and teaching activities]. WP2 Training Course, AFJ - Addressing Future Jobs through Entrepreneurial Skills Development and Work-Integrated Learning, Project No. 101237038.

AFJ Project Consortium. (2026c). Lab 3: Startup Pitch Simulations [Training lab: facilitator kit and PowerPoint presentation]. WP2 Training Course, AFJ - Addressing Future Jobs through Entrepreneurial Skills Development and Work-Integrated Learning, Project No. 101237038.

AFJ Project Consortium. (2026d). Lab 4: Work-Integrated Learning (WIL) Strategies [Training lab: facilitator pack and PowerPoint presentation]. WP2 Training Course, AFJ - Addressing Future Jobs through Entrepreneurial Skills Development and Work-Integrated Learning, Project No. 101237038.

Academic, case-study and source references

Akemu, O., & Whiteman, G. (2016). Fairphone: Organising for sustained social impact (RSM Case Development Centre No. 815-066-1). Rotterdam School of Management, Erasmus University. http://hdl.handle.net/1765/94046

Billett, S. (2009). Realising the educational worth of integrating work experiences in higher education. Studies in Higher Education, 34(7), 827–843. https://doi.org/10.1080/03075070802706561

Blank, S. (2013). Why the lean start-up changes everything. Harvard Business Review, 91(5), 63–72.

Blank, S. G., & Dorf, B. (2012). The startup owner's manual: The step-by-step guide for building a great company. K&S Ranch, Inc.

Chen, X.-P., Yao, X., & Kotha, S. (2009). Entrepreneur passion and preparedness in business plan presentations: A persuasion analysis of venture capitalists' funding decisions. Academy of Management Journal, 52(1), 199–214. https://doi.org/10.5465/AMJ.2009.36462018

Gompers, P. A., Gornall, W., Kaplan, S. N., & Strebulaev, I. A. (2020). How do venture capitalists make decisions? Journal of Financial Economics, 135(1), 169–190. https://doi.org/10.1016/j.jfineco.2019.06.011

Hendry, S. (2026). The UCT Genesis Project—Building Entrepreneurs for Africa. In T. van der Westhuizen (Ed.), Innovative pedagogies for entrepreneurship education: Insights and reflections from South Africa (pp. 99–113). Palgrave Macmillan. https://doi.org/10.1007/978-3-032-07204-7_5

Ivanov, A., & Voloshchuk, M. (2015). Team Canvas. https://www.theteamcanvas.com/

Jackson, D. (2015). Employability skill development in work-integrated learning: Barriers and best practice. Studies in Higher Education, 40(2), 350–367. https://doi.org/10.1080/03075079.2013.842221

Co-funded by the European Union

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.



Kaider, F., Hains-Wesson, R., & Young, K. (2017). Practical typology of authentic work-integrated learning activities and assessments. Asia-Pacific Journal of Cooperative Education, 18(2), 153–165.

Kim, W. C., Mauborgne, R., & Koo, O. Y. (2024). Too Good To Go: A surprise bag that creates a win for business and the environment (Case No. 6894). INSEAD Publishing. https://publishing.insead.edu/case/too-good-go-a-surprise-bag-creates-a-win-business-and-environment

Kolb, D. A. (1984). Experiential learning: Experience as the source of learning and development. Prentice-Hall.

Laverty, M., & Littel, C. (2020). Entrepreneurship. OpenStax, Rice University. https://openstax.org/details/books/entrepreneurship

Machingambi, J., & Iwu, C. G. (2025). Teaching entrepreneurship at a university in South Africa: Who should teach and what methods work best? Administrative Sciences, 15(8), 322. https://doi.org/10.3390/admsci15080322

Mofokeng, T. P., & Mofokeng, N. E. M. (2026). Empowering youth through entrepreneurship education: The DUT-Ngodini Bunduz Project. In T. van der Westhuizen (Ed.), Innovative pedagogies for entrepreneurship

Co-funded by the European Union

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.



education: Insights and reflections from South Africa (pp. 27–47). Palgrave Macmillan. https://doi.org/10.1007/978-3-032-07204-7_2

Neck, H. M., & Greene, P. G. (2011). Entrepreneurship education: Known worlds and new frontiers. Journal of Small Business Management, 49(1), 55–70. https://doi.org/10.1111/j.1540-627X.2010.00314.x

Osterwalder, A., & Pigneur, Y. (2010). Business model generation: A handbook for visionaries, game changers, and challengers. John Wiley & Sons.

Sarasvathy, S. D. (2001). Causation and effectuation: Toward a theoretical shift from economic inevitability to entrepreneurial contingency. Academy of Management Review, 26(2), 243–263. https://doi.org/10.5465/AMR.2001.4378020

Sarasvathy, S. D., & Dew, N. (2005). New market creation through transformation. Journal of Evolutionary Economics, 15(5), 533–565. https://doi.org/10.1007/s00191-005-0264-x

Shane, S., & Venkataraman, S. (2000). The promise of entrepreneurship as a field of research. Academy of Management Review, 25(1), 217–226. https://doi.org/10.5465/AMR.2000.2791611

Southern Cross University. (n.d.). Work Integrated Learning (WIL) at SCU. Retrieved October 2, 2026, from https://www.scu.edu.au/staff/teaching-and-learning/curriculum-development/teach/work-integrated-learning/

Spigel, B. (2017). The relational organization of entrepreneurial ecosystems. Entrepreneurship Theory and Practice, 41(1), 49–72. https://doi.org/10.1111/etap.12167

Stam, E. (2015). Entrepreneurial ecosystems and regional policy: A sympathetic critique. European Planning Studies, 23(9), 1759–1769. https://doi.org/10.1080/09654313.2015.1061484

Strategyzer. (n.d.). The Business Model Canvas. Retrieved October 2, 2026, from https://www.strategyzer.com/library/the-business-model-canvas

Teece, D. J. (2010). Business models, business strategy and innovation. Long Range Planning, 43(2–3), 172–194. https://doi.org/10.1016/j.lrp.2009.07.003

Tuckman, B. W. (1965). Developmental sequence in small groups. Psychological Bulletin, 63(6), 384–399. https://doi.org/10.1037/h0022100

van der Westhuizen, T. (Ed.). (2026). Innovative pedagogies for entrepreneurship education: Insights and reflections from South Africa. Palgrave Macmillan. https://doi.org/10.1007/978-3-032-07204-7

Winborg, J., & Landström, H. (2001). Financial bootstrapping in small businesses: Examining small business managers' resource acquisition behaviors. Journal of Business Venturing, 16(3), 235–254. https://doi.org/10.1016/S0883-9026(99)00055-5

Co-funded by the European Union

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.